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THE UNIVERSITY OF ALBERTA
AN INVESTIGATION OF THE REASONS WHY TEACHERS
LEAVE TEACHING

A DISSERTATION SUBMITTED
TO THE COMMITTEE ON GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE DEGREE OF
MASTER OF EDUCATION

FACULTY OF EDUCATION

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ABSTRACT

AN INVESTIGATION OF THE REASONS WHY TEACHERS LEAVE TEACHING 132 p.

The aims of the study were to discover any common annoying and frustrating experiences of ex-teachers which had caused them to quit teaching, and to make recommendations which would be useful in any program designed to alleviate the teacher shortage. To secure the information the questionnaire and interview methods were used.

It was found that the single female ex-teachers complained most frequently about high enrolments, uncomfortable and poorly equipped schools, and primitive living conditions. The majority of married females quit teaching because of the pressure of family obligations and because of a lack of adequate living accommodation near the schools. Most of the males, both single and married were dissatisfied with the economic factors in teaching and with the low prestige of the profession.

Of the 221 ex-teachers in the sample 183 stated

what they thought should be done to keep good teachers in the classrooms. The majority of them made these recommendations:

1. Salary scales for teachers must be improved.
2. The minimum qualifications for a teaching certificate must be raised.

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CHAPTER I

THE PROBLEM

Since World War II a serious teacher shortage has prevailed in Alberta. In some of the more remote school divisions, hundreds of children have never had the privilege of attending a school under a qualified teacher. Their only opportunity for formal education has consisted of correspondence courses administered by the Department of Education.

While many theories have been advanced to explain the teacher shortage, most of the explanations are based on opinions only. In 1952, a study concerning teacher demand and supply was made by Professor Card of the University of Alberta.¹ This study showed two facts clearly.

1. Not enough young people have been entering the Faculty of Education to fill the positions of those who leave the teaching profession each year.
2. In addition to the replacements, many more teachers are required to fill the new teaching positions created by the rapidly increasing school population.

Concerning the increasing school population, Professor Card offered this prediction.

To provide for the expected increase in school enrolments will require 1428 new teachers between 1952 and 1956, 1792 between 1957 and 1961, and 1628 between 1962 and 1966. If a ten percent loss in the teacher force from marriage, emigration, or other causes is assumed for the next fifteen years, the number of teachers required per year to offset loss to the profession and provide for increased school enrolments is in the order of 1000 to 1100 from 1952 to 1956, 1200 to

¹Card, B. Y. Population Trends in Alberta Affecting Teacher Demand and Supply, Mimeographed, University of Alberta, December 10, 1952.

1375 from 1957 to 1961, and from 1375 to 1500 from 1962 to 1966.

Professor Card's predictions on school population and teacher demand have already proven accurate. In 1952 he predicted that by 1956 Alberta's school population would be 209,000. By 1953 it was 186,000 and in September, 1954 it was reported by Anders O. Aalborg, Minister of Education, to be between 196,000 and 198,000. Should 1955 show the same increase as 1954, there will be approximately 208,000 young people ready to crowd the classrooms in September, 1955.

Many emergency methods are being employed to try to find enough teachers to fill the classrooms.

1. The Home and School Association in Alberta formed a special "Teacher Shortage Committee" in 1952. This committee, under the chairmanship of Mrs. R. V. McCullough, Red Deer, is doing a great deal of good work. It encourages ex-teachers to return to the profession, sponsors programs designed to urge young people to become teachers and it makes recommendations to the Department of Education through the Teacher Recruitment Committee.
2. The Teacher Recruitment Committee of the Department of Education is doing its utmost to get as many high school graduates as possible to take up teaching as a career.
3. Alberta's Department of Education now allows student

- teachers to take charge of classrooms after a six week summer session in the Faculty of Education.
4. The requirement for permanent certification of teachers has been reduced from two years of training to one.
 5. Entrance requirements for the one year course in the Faculty of Education are the lowest in the university.
 6. The Department of Education and school boards provide bursaries for students who take the one year course in teacher training.
 7. Tuition fees are paid by the Department of Education for teacher trainees in the one-year program.

In spite of all these emergency measures the teacher shortage persists. A folder prepared for high school graduates by the Teacher Recruitment Committee² states:

In Alberta more than 1,000 extra teachers will be needed annually for the next ten years. Why?

1. To take care of Alberta's increasing school population (400 teachers required annually).

2. To replace persons leaving the professions (more than 700 teachers annually).

3. Alberta's school population increased over 12,000 last year.

Who will teach these 12,000 pupils?

This is a very urgent question. The freshman enrolment in the Alberta Faculty of Education for 1954-55 was 549. There should be approximately 500 beginning teachers from this source to add to Alberta's teaching force in the fall of 1955. This

²Teacher Recruitment Committee of the Department of Education. Today's High School Graduate Is Tomorrow's Teacher. Pamphlet. c1955. 4 p.

number would more than take care of the increased school population and enough teachers would be left over to fill the position of those retiring. Each year, right through the teacher shortage crisis, the Faculty of Education has trained enough teachers to take care of all needs except those caused by resignations from the profession. Were it not for this annual ten percent loss of teachers there would be no shortage. Any reduction in the large number of annual resignations would go a long distance toward solving the problem of the teacher shortage.

If it were known why so many teachers quit the profession, this knowledge would be of value in improving conditions in the profession and might make possible a more enlightened program to keep the classrooms supplied with good teachers. The object of this thesis is to discover some of the reasons why teachers quit teaching, and to use the knowledge gained to make recommendations which would be useful in any program designed to alleviate the teacher shortage.

CHAPTER II

RELATED STUDIES

A search for studies closely related to the problem of "Why Teachers Quit Teaching" was only partly successful. The following organizations were asked for information about investigations relating to the problem:

1. The Canadian Teachers' Federation, Ottawa.
2. The National Union of Teachers, London, England.
3. The National Foundation for Educational Research in England and Wales.
4. The United States Office of Education, Washington.
5. Teachers College, Columbia University.
6. The Canadian Broadcasting Corporation.

All reported that they were unable to trace any direct investigations which had been made into the subject of this thesis. However, two recent reports deal with the educational problems of Canada as a whole, and contain many facts which give an interesting picture of the teacher shortage. Summaries of the pertinent parts of these investigations follow below.

- I. Report of the Canadian Education Association's Committee on The Status of the Teaching Profession. (Sept. 1948)³

In Quebec City at the 1947 conference of the Canadian Education Association, the directors appointed a committee to study and report on Canada's teaching personnel. The cause of the teacher shortage was central in the study. The committee

³Lazerte, M. E. et al: An S. O. S. from the Schools. Report of the Canadian Education Association's Committee on The Status of the Teaching Profession.

was made up of the following members:

H. P. Moffatt, Ass't Supt. of Education, Halifax.

Msgr. A. M. Parent, Secretary General, Laval University, Quebec.

F. S. Rutherford, Deputy Minister of Education, Toronto.

George S. Croskery, General Secretary, Canadian Teachers' Federation, Ottawa.

M. E. Lazerte, Dean, Faculty of Education, University of Alberta, Edmonton (chairman).

Because the report had to be made within one year, the committee did not have time to make a thorough study of the problem. By means of questionnaires a survey of opinion concerning education, teaching and the teacher shortage was obtained from sample populations in each province. Questionnaires were sent to grade twelve students, to people in business and professions other than teaching, to teachers in service, to student veterans, to teachers in training and to school trustees. Sixty percent of the questionnaires were returned in time to be included in the study. Only parts of the report pertaining to the teaching profession are included here.

Educational Administration

1. There should be no tuition fees for high school students and the texts should be free.
2. Post-secondary education should be aided by scholarships.
3. Each school staff should have a special teacher for social and community work and adult education.
4. Teachers should have more clerical and stenographic assistance.
5. Teachers' salaries are too low.
6. Not enough teachers share in the making of policies and in the administration of education.

7. Living conditions in many rural areas discourage teachers.
8. Many schools are dingy and uncomfortable. The equipment is inadequate.
9. Schools should be organized so that there are more opportunities for teacher promotion.
10. Teachers' pensions should be higher.
11. In many schools the classes are too large and the teaching loads too heavy.
12. The teaching profession lacks security of tenure.

Selection and Training of Teachers

1. In the Faculty of Education, University of Alberta, the more able students register in the degree programs; the weak students register in the shorter, easier programs.
2. Sons and daughters of teachers are not taking up their parents' profession.
3. Only 29% of the teachers in training intended to make teaching their career.
4. 97% of the trainees did not think that society adequately appreciated the service given by teachers.
5. All groups agreed that there must be a more careful selection of student teachers and that teachers must have more thorough training.
6. Teachers in service thought that training should be more practical, that there should be more observation and practice teaching and that teacher-trainees should learn the use of modern, scientific apparatus and aids.
7. It was generally agreed that entrance requirements for the profession were too low.
8. Scholarships for selected teachers in training were recommended.
9. Trainees liked teaching because:
 - (a) It is a social service.
 - (b) The work offers association with young people.
 - (c) The job calls for initiative.
10. Trainees disliked teaching because:
 - (a) Salaries are low.
 - (b) Living and working conditions are not attractive.
 - (c) The public is unappreciative.

Parents and Public

1. There must be no special code of behavior for teachers.
2. The public must interfere less in the work of the schools and give teachers more support.
3. The public wants teachers to take a more active part in community life.

Curriculum

1. For all basic subjects in all provinces, there should be a common curriculum and common texts.
2. The school program should be expanded by inclusion of more civics, safety education, sex education, guidance, and athletics.
3. Teachers should not give religious education in the schools.

Teaching Personnel

1. 15% of teachers in service selected teaching because of low entrance requirements or as a stepping stone.
2. Causes of failure in teaching were:
 - (a) personality defects
 - (b) lack of interest and enthusiasm
 - (c) poor organizing ability
 - (d) low standard of academic and professional training.
3. High school students rated teachers high in:
 - (a) usefulness of service
 - (b) interest in their students
 - (c) personality traits
 - (d) moral character.
4. The students criticized many teachers:
 - (a) for being unable to teach effectively
 - (b) for being ill-tempered, sarcastic, and unfair
 - (c) for being unable to maintain discipline
5. There should be a system of sabbatical leave for teachers.
6. Teachers do not read widely enough.
7. The drudges in the profession detract from the prestige that would otherwise come to the effective teacher.

Recommended Program of Action.

1. Teachers' salaries and pensions must be increased.
2. Living and working conditions of the teachers must be improved.
3. Candidates for the teaching profession must have a higher standard of education, above average intelligence, good character, acceptable personality and a healthy interest in society.
4. Scholarships and other financial aid should be given to selected trainees.

The committee recommended that this report be released to the public immediately and that a program of action be

initiated to improve the conditions indicated in the report.

The second related study is part of a national report by Sydney Katz in Maclean's Magazine, March, 1953.⁴ A summary of the report follows below. Many excerpts are included in order to reveal the emotional tone of those interviewed.

II. The Crisis in Education, Part I

The Teachers

Sydney Katz, assistant editor of Maclean's Magazine, made a four month study of education in Canada. He interviewed teachers, university professors, school officials, and taxpayers across Canada.

Mr. Katz stated that unless immediate action is taken the nation will be short 25,000 teachers within two years, and that among the teachers we've got now, thousands are nothing but glorified baby sitters.

Teachers are worried about the low prestige of their profession. In many areas "the female teacher is often pictured as a prissy spinster, the male, an impractical noncompoop."⁴ The following facts contribute to teachers' lack of prestige:

1. School boards have hastily hired at least 11,000 unqualified men and women to substitute as teachers in classrooms across Canada.

Some are immature teen-agers, high-school failures with no teacher training. Others have had a brief six-week "cram" course. "These people are masquerading as teachers," says Dr. M. E. Lazerte, dean emeritus of

⁴Katz, Sydney: The Crisis in Education Part One
The Teachers. Maclean's Magazine, March 1, 1953 p.8.

education, University of Alberta.

2. There is virtually no attempt to screen candidates who wish to enter teacher-training institutions.

One deputy minister of education said, "We take everybody. If you haven't got a criminal record and if you haven't been certified by a psychiatrist - you're in."

3. Graduation from teacher-training institutions is too easy.

An official of an eastern normal school said, "I can count on the fingers of one hand the number of students I've failed in the last five years."

4. The best type of student chooses the profession where the requirements are stiff and challenging. Slipshod methods have discouraged many good people from becoming teachers.

5. Enrolments of teacher-training institutions across Canada have decreased because free-and-easy recruiting measures to boost normal school enrolments have had the opposite effect.

6. There are nearly seventy different teaching certificates and degrees issued across Canada and no one province recognizes the other's certificates. If there were ten different kinds of lawyers or doctors, their prestige would surely fall.

7. Parents do not want their children to become teachers.

"Don't be a damn fool" was the comment of an Edmonton doctor when his son expressed a desire to teach.

8. Seven thousand teachers leave the profession every year.

The teaching profession has other disadvantages besides that of low prestige.

1. Low salaries.

2. Long hours. A survey of Toronto high-school staffs revealed that they worked up to sixty hours per week.

3. Extra-curricular activities, lunch hour meetings, evening socials and athletics have added to the burden.

4. Lack of democracy in the administration of the schools. Lack of principal-teaching teamwork weakens a school and creates unhappiness for teachers and students alike.

5. Some parents are too much interested in the school and try to run it; others show absolutely no interest.

6. Poor living and working conditions.

The use of double, triple and even quadruple shifts, forty-pupil classrooms, basements and church halls, is not uncommon today.

7. Restrictions placed on the private lives of teachers including drinking, smoking, card playing, dating and playing musical instruments.

Things that would help to lessen the teacher shortage:

1. Teacher participation in school policy, planning.

2. Supply of modern aids like movies and records.

3. Best possible instruction in teachers' colleges.

4. Greater personal freedom and higher public status.

CHAPTER III

COLLECTION AND ORGANIZATION OF THE DATA

THE PLAN

The aim of the study was to discover the major frustrations and annoyances which cause large numbers of Alberta teachers to quit the profession. Since the teachers who quit were the only ones to know what conditions caused them to abandon the profession, it was decided to get the information from them. The plan was to contact the ex-teachers by the use of a carefully prepared questionnaire. It was designed, not only to reveal the frustrations and annoyances in teaching, but also to permit recommendations for the correction of conditions which caused the teachers to choose another occupation.

No record is kept by the Department of Education, the Faculty of Education or by the Alberta Teachers' Association of the names and addresses of teachers who leave the profession. This being the case, it was decided to use the Faculty of Education and the locals of the Alberta Teachers' Association to distribute the questionnaires. Student teachers and teachers, it was thought, would be greatly interested in the study and would put the questionnaires in the hands of ex-teachers. Members of ten locals were sent one hundred questionnaires in all. Only nine useful questionnaires were returned, so the idea of enlisting the aid of the locals was abandoned. One hundred and twenty-five questionnaires were given to students of the Faculty of Education for distribution.

Teachers at the 1954 Summer Session took one hundred and two questionnaires to distribute, and they themselves also supplied the names and addresses of ninety-two ex-teachers, all of whom were sent questionnaires along with stamped return envelopes. Eighty more questionnaires were distributed by interested citizens.

The results of all these efforts were disappointing. Ninety-two questionnaires were returned out of the four hundred ninety-nine distributed, and of these only sixty-two fell within the limits of the study.

A change in plan was made. The Alberta Teachers' Association was asked to supply the names and addresses of teachers who had requested the return of their contributions in the Teachers' Retirement Fund. Teachers get their contributions back only if they quit teaching. The Board of Trustees of the Teachers' Retirement Fund gave the necessary permission and the names and addresses of five hundred and one ex-teachers were obtained. Questionnaires were mailed out with a covering letter and with stamped, addressed return envelopes enclosed. Three weeks later a reminder was sent. Wherever possible the reminder was followed by a phone call as a further reminder.

This procedure brought an encouraging response. One hundred and ninety-one questionnaires were received out of the five hundred and one distributed, and of these one hundred fifty-nine fell within the limits of the study. Thirty-two of the questionnaires were not delivered because postal authorities could not trace the addressees.

LIMITS OF THE STUDY

Many of the young teachers of Alberta who joined the armed forces during World War II did not return to the profession after the war. These veterans were not included in the study because it was assumed that patriotism rather than frustration caused them to leave the classrooms. It was also considered that conditions in teaching before the war were much different from what they were after the war, so that conclusions drawn from pre-war conditions would not be valid in the post-war period. Therefore certain limits were put on the study.

1. The ex-teachers must have held a valid teaching certificate.
2. They must have taught in Alberta at least one year since 1945.
3. They must have quit teaching for another occupation or to prepare for another occupation.
4. The study was not to include girls who quit teaching to get married.

Because many questionnaires were received from married women ex-teachers, it was decided to include in the study only those who had taught after being married.

THE QUESTIONNAIRE

The questionnaire was quite comprehensive, containing two hundred and two separate items. Its length may have been a factor contributing to the low percentage of responses. Twenty-eight percent of the questionnaires were completed and returned. A twenty-eight percent response is unusually low. However the length of the questionnaire was only one cause of the poor response. Conversations with several ex-teachers suggested almost a sense of guilt on leaving the profession. Many of the men, it was noticed, felt obliged to defend their decision to change occupations while some of them showed that they did not want to be questioned. Teachers who were reminded by personal contacts and phone, still failed to send in their questionnaires. Many ex-teachers showed a definite reluctance to being interviewed and always found a pretext to avoid a meeting with the investigator.

Of the two hundred and eighty-three responses, only two hundred and twenty-one could be used in the study. The following table includes all of the questionnaires received, and it shows why many of them were not used.

TABLE I

THE DISPOSITION OF
THE TWO HUNDRED EIGHTY-THREE QUESTIONNAIRES RECEIVED

1.	Questionnaires	Number
	(a) from single females	31
	(b) from single males	30
	(c) from married females	66
	(d) from married males	94
	Total	221
2.	Questionnaires from	
	(a) teachers who had not taught since the war	8
	(b) teachers who had returned to teaching:	
	i. in Alberta	11
	ii. in Saskatchewan	2
	iii. in British Columbia	11
	iv. in United States	6
	v. in Alaska	1
	(c) women who did not teach after marriage	16
	(d) teachers who taught less than one year	3
	(e) superintendents of schools	3
	(f) university professor	1
	Total	62

Superintendents of schools and university professors

were not included in the study because they are actually engaged in educational work and their position represents a promotion in teaching. It is interesting to note that eleven former teachers had returned to the profession by 1954. The questionnaires also show that many teachers had emigrated to British Columbia and to the United States. As a consequence their questionnaires were not included in the study.

THE INTERVIEW

With a response as low as twenty-eight percent, the data obtained by a questionnaire are likely to be subject to bias. Granted that there is an appreciable selection in the twenty-eight percent group which would cancel out any statistically computed coefficient of reliability, it was considered advisable to discover how reliable were the answers to the individual questionnaires which were received. It was also thought advisable to make some check on the validity of the reasons for leaving the profession given by individual teachers.

A structured interview was prepared for twenty teachers who had already answered the questionnaire. The interview consisted of the most important twenty items of the questionnaire. During some of the interviews a rapport was established

which enabled the interviewer to get a clearer picture of the situation that caused the teacher to quit the profession.

When the results of the twenty interviews were obtained they were compared with the questionnaires to which they corresponded. One point was scored for each item which was answered in the same way on both the interview and the questionnaire. No account was taken of incomplete items when the item was answered during the interview but was omitted on the questionnaire. The interviewer was pressing for answers to the questions he considered important, and it was thought this pressure was the reason for more of the questions being answered on the interviews. All the points for corresponding items were totalled, and the result was expressed as a percentage of the total possible number of corresponding items. It was found that the reliability of the twenty questionnaires so checked was 92.06 percent.

CHAPTER IV

THE SINGLE FEMALE WHO QUILTS TEACHING

THE SCHOOL PLANT

Do teachers leave the classrooms because of poor school buildings? How many teachers quit because of inadequate equipment? Are the isolated rural schools driving teachers out of the profession? Table II below shows the kinds of schools from which thirty-one single female teachers resigned and Table III shows how the schools were equipped.

TABLE II

LAST TEACHING POSITION HELD BY THIRTY-ONE SINGLE
FEMALES WHO HAVE QUIT THE PROFESSION

Kind of School		Number	Percent
1.	Rural Schools	4	12.90
2.	Graded Schools	27	87.10
3.	Isolated Schools ¹ (includes 1 and 2)	7	22.58
4.	City, Town, and Village (includes 2)	24	77.42
5.	Public Schools	27	87.10
6.	High Schools	4	12.90

¹Over 8 miles from railway or public bus service.

In the school year 1952-53 there were 7,138 qualified persons actively engaged in teaching in Alberta. Of these,

1,248 or 17.48% were teaching in rural schools.⁵ Table I shows that 12.90% of the sample quit while teaching rural schools. This is interesting because the sample seems to indicate that a higher percentage of single females are leaving graded schools, whereas the teacher shortage is acute in the outlying rural schools. One explanation for this may be the fact that because of the serious shortage of qualified teachers, dissatisfied rural teachers with successful experience can easily get positions in graded schools. If their dissatisfaction continues in the graded schools, they quit the profession. None of the girls in this sample quit teaching to get married. (See Table X).

Table III shows that many necessary and useful items of equipment were lacking in the schools that the single girls left. More than two-thirds of the schools lacked laboratories, shops, auditoriums, gymnasiums, film slide projectors, tape recorders, and rest rooms for staff. Only two schools had showers and four had secretarial assistance. More than half of the schools lacked home economics rooms, staff rooms, libraries, and mechanical duplicators.

Several teachers complained about poor schools and lack of equipment. Table XVI shows that over thirty percent of the single female ex-teachers wanted better classrooms and facilities before they would consider teaching again.

⁵Transcript of Proceedings of the Standing Committee on Agriculture, Colonization, Immigration and Education, Legislative Assembly of the Province of Alberta, Commencing March 8, 1954. p. 1-54.

TABLE III

LACK OF EQUIPMENT IN THIRTY-ONE SCHOOLS WHERE SINGLE
FEMALES QUIT THE TEACHING PROFESSION

Items of Equipment	Schools That Lacked The Equipment	
	Number	Percent
1. Showers	29	93.55
2. Secretarial assistance	27	87.10
3. Tape recorder	26	83.88
4. Gymnasium	24	77.42
5. Shop	24	77.42
6. Laboratory	23	74.20
7. Auditorium	23	74.20
8. Lunch room	23	74.20
9. Private rest rooms for staff	22	70.97
10. Film slide projector	21	67.75
11. Home Economics room	19	61.29
12. General staff room	17	54.84
13. Library	17	54.84
14. Mechanical duplicator	17	54.84
15. Movie projector	13	41.93
16. Telephone	12	38.71
17. Typewriter	12	38.71
18. Record player	11	35.48
19. Indoor toilets	10	32.26
20. Principal's office	10	32.26
21. Radio	8	25.81
22. Central heating	7	22.58
23. Electricity	5	16.13
24. Piano	3	9.67

LIVING ACCOMMODATION

Do teachers quit the profession because of poor living conditions? What kind of home accommodation is available to teachers? Table IV below furnishes some of the answers.

TABLE IV

DEFICIENCIES IN LIVING ACCOMMODATION AVAILABLE TO TEACHERS
IN THE COMMUNITIES WHERE THIRTY-ONE SINGLE FEMALES QUIT
TEACHING

Items of Accommodation	Not Available	
	Number	Percent
1. House	22	70.97
2. Suite	19	61.29
3. Adequate space	14	45.18
4. Adequate insulation	20	64.51
5. Adequate storage space	22	70.97
6. Electricity	13	41.93
7. Running water	19	61.29
8. Three piece bathroom	20	64.51
9. Regular delivery of groceries	19	61.29
10. Telephone nearby	16	87.10
11. Garage	27	87.10
12. Garden	26	83.88
13. Good room and board	19	61.29

Table IV shows that the living accommodation available to the single girls was often primitive. Three out of five

of the homes available to the teachers lacked running water. Approximately sixty-five percent of the homes lacked a three piece bathroom and two out of three did not have adequate insulation. Good room and board could not be obtained in sixty-one percent of the communities. Houses and suites were not available in most of the communities, but few girls expressed a desire for that kind of accommodation. That the teachers were dissatisfied can be ascertained from some of the remarks written on the questionnaires:

"Only after pleading, (for room and board), was taken temporarily since there was no other place to go."

"Two-room shack available. Had running water when the roof leaked."

"No linoleum, furniture or decent heating system in the teacherage."

"Two miles from the school; four by the road."

What the teachers desired most was a three-piece bathroom. Next in order of importance for the single females were the telephone, running water, electricity, adequate insulation, adequate storage space, good room and board.

CULTURAL OPPORTUNITIES

What effect have the cultural opportunities of a community on the retention of teachers? What cultural opportunities are most desired by teachers? A study of Table V shows that the cultural opportunities of the communities were inadequate.

TABLE V

CULTURAL OPPORTUNITIES LACKING IN THE THIRTY-ONE
COMMUNITIES OF TABLE IV

Cultural Opportunities	<u>Not Available</u>	
	Number	Percent
1. Appropriate church	9	29.03
2. Appropriate church club	10	51.61
3. Choral group	21	67.75
4. Lending library	14	45.18
5. Appropriate lodge	21	67.75
6. Service clubs	25	80.64
7. Drama group	24	77.42
8. Orchestra group	23	74.19
9. Hobbies or handicraft club	21	67.75
10. Friends with common cultural interests	14	45.18

Less than one-half of the communities had appropriate church clubs; less than one-third of them had choral groups, lodges, hobbies, or handicraft clubs. Approximately one community in five had opportunities for girls interested in dramatic groups or service clubs.

Some comments of the teachers follow:

"Cultural opportunities available - nil."

"Very satisfied with opportunities in the community."
(This girl reported only church and friends available.)

"No choice of where to go."

"Desired more educational entertainment and young

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No.		Title	
1	1	1. The	1
2	2	2. The	2
3	3	3. The	3
4	4	4. The	4
5	5	5. The	5
6	6	6. The	6
7	7	7. The	7
8	8	8. The	8
9	9	9. The	9
10	10	10. The	10
11	11	11. The	11
12	12	12. The	12
13	13	13. The	13
14	14	14. The	14
15	15	15. The	15
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17	17	17. The	17
18	18	18. The	18
19	19	19. The	19
20	20	20. The	20

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peoples' groups - facilities for skating."

(Desired) "any opportunity for a sport - tennis, badminton, skating - not even a slough in one area and water had to be carried from the single pump in town."

(Desired) "Gymnasium - badminton, tennis, or basketball."

"Desired an efficient music instructor."

"Interested in ham radio. No power."

Following are the cultural opportunities most desired by teachers reporting, listed in order of importance:

1. Friends with common cultural interests.
2. Church club.
3. Church of appropriate denomination.
4. Lending or reference library.
5. Hobbies or handicrafts clubs.
6. Little Theatre or drama clubs.

PROFESSIONAL TRAINING OF THE TEACHERS

Of the thirty-one single female teachers only eight had degrees. Table VI shows the degrees held and the average number of years of teaching service given by the teachers with degrees.

The teachers without degrees had taught an average of 3.70 years. The eight teachers with degrees had an average teaching service of 8.4 years, or more than twice the service of teachers without degrees. Teachers who held the B.Ed. degree only, had an average teaching service of 11.25 years which was more than three times the average length of service given

by the teachers without degrees.

TABLE VI

DEGREES HELD BY EIGHT SINGLE FEMALE TEACHERS AND
THEIR YEARS OF TEACHING SERVICE

Degree	Number Holding Degree	Average Number of Years Service
1. B. Ed.	4	11.25
2. B. A. B.Ed.	1	10.00
3. B.Ed. M.Sc.	1	5.00
4. B.Sc.	<u>2</u>	<u>3.00</u>
Total	8	8.44

TABLE VII

A COMPARISON OF YEARS OF TEACHER TRAINING WITH LENGTH
OF TEACHING SERVICE FOR THIRTY SINGLE FEMALE EX-TEACHERS

Period of Training	Number	Percent	Average Number of Years Service
1. One year	14	45.16	2.46
2. Two years	12	38.71	5.67
3. Three yrs	1	3.23	5.00
4. Four years	<u>4</u>	<u>12.90</u>	11.25
Totals	31	100.00	4.92

Mr. Paul Brecken, M.L.A., Calgary, asked the following question in the Alberta Legislature: "I wonder if there is any relation between the number (of teachers) leaving, and whether they come within the category of those with short term experience and shorter training, and whether there was a greater stability with those of longer training and longer service?"⁶

⁶Ibid, P. 47.

To this question Dr. Swift replied that there were no data on the matter, but that it was his opinion that teachers with higher qualifications would teach longer. Table VII bears out Dr. Swift's opinions. Teachers with two years training taught more than twice as long as teachers with only one year of training. Only one teacher reported three years training and she also taught more than twice as long as the teachers with one year of training. Girls with four years of training taught an average of 11.25 years or nearly five times as long as the girls with the single year of training. The four teachers with four years training gave ten and one half years more service than the fourteen teachers with one year training.

TEACHING IS HARD WORK

The enrolment of twenty-nine classrooms left by the single girls is shown in Table VIII together with information about the number of grades. Two of the former teachers did not report their enrolments.

TABLE VIII

CLASSROOM ENROLMENT OF SCHOOLS IN WHICH TWENTY-NINE
SINGLE FEMALES QUIT TEACHING

Enrolment	Number of Rooms	Ungraded	Single Grade	Two or More Grades
1. 10 up to 15	1	1		
2. 15 up to 20	3	3		
3. 20 up to 25	3		1	2
4. 25 up to 30	2			2
5. 30 up to 35	4		1	3
6. 35 up to 40	10		6	4
7. 40 up to 45	4		1	3
8. 45 up to 50	1		1	
9. 50 up to 55	1			1
Totals	29	4	10	15

All twenty-nine teachers who reported their enrolments left heavy schools. Only four rooms had enrolments of less than twenty and these were all rural schools with most of the grades from one to nine. Nearly two-thirds of the classrooms had two or more grades. The average enrolment for urban classrooms was thirty-five pupils. Eleven rooms had more than thirty-five pupils. Eleven teachers complained about high enrolment or too many grades. Typical comments were:

(There should be) "fewer pupils per classroom - teachers can't accomplish what they would like to do."

"There are too many overcrowded classrooms."

"I taught so many subjects I was unable to prepare any of them satisfactorily."

"Limit the number of pupils allowed in one classroom."

"I had trouble keeping all classes busy and I had no time for formal lessons."

"I would want a room with not more than three grades."

That these teachers left heavy teaching loads is borne out by the number of hours they worked before nine and after four.

TABLE IX

HOURS OF OVERTIME PER DAY REPORTED BY THIRTY-ONE SINGLE FEMALE TEACHERS

Overtime Hours	Number of Teachers	Percentage
1.5 up to 2.5	4	12.90
2.5 up to 3.5	9	29.03
3.5 up to 4.5	7	22.58
4.5 up to 5.5	6	19.35
5.5 up to 6.5	3	9.68
6.5 up to 7.5	2	6.45
Totals	31	99.99

The average overtime worked by the teachers was 3.85 hours a day, or 19.25 hours a week; 80.64% of the girls worked three hours or more before nine o'clock or after four o'clock. Counting at least six hours of work between nine o'clock and four, the girls worked an average of 49.25 hours a week, or $9\frac{1}{4}$ hours more than the forty hour week that is now most common in other jobs. More than half of the teachers (54.83%) coached teams,

guided clubs, or taught Sunday School. Some comments made by the girls were:

"Social welfare was included in your duties."

"I was tired of teaching due partly to the fact that I had had heavy schools - all grades and large enrolments."

"Very little time for social life."

"I much prefer working a good hard eight hour day knowing that nothing further is expected of me."

OCCUPATIONS COMPETING FOR SINGLE FEMALE TEACHERS

Mr. H. J. MacDonald, M.L.A. from Calgary, asked the following question in the Alberta Legislature, March 8, 1954:

"I wonder if the Deputy Minister or anyone else could advise us whether or not any considerable number of teachers have left the teaching profession to engage in other callings or occupations."⁷

No statistics were available at that time to show which occupations had been chosen by the ex-teachers, but Dr. Swift said that eighty-two teachers had left the profession for other occupations during the school year 1952-53. This study reveals that the former teachers are filling a wide variety of occupations. Some have very responsible positions. Clerking, book-keeping, and church work are the most common occupations. Seven girls reported that they are receiving better pay in their present jobs. Two girls reported that higher pay was an important reason for leaving teaching. One girl reported less pay in her present occupation.

⁷ "Ibid", P. 47.

TABLE X

PRESENT OCCUPATIONS OF THIRTY-ONE SINGLE FEMALE EX-TEACHERS

Occupation	Number	Percent
1. Bookkeeper	3	9.68
2. Clerks (store, office, bank)	8	25.81
3. Commercial teacher (Private)	1	3.23
4. Church (missionary, bible college)	3	9.68
5. Home Economist	2	6.45
6. Librarian	1	3.23
7. Overseas work	1	3.23
8. Photographic Technician	1	3.23
9. Psychologist	1	3.23
10. Receptionist	1	3.23
11. Royal Canadian Air Force	2	6.45
12. Recreation Director	1	3.23
13. Student	1	3.23
14. Supervisor of 4-H Clubs	1	3.23
15. Telephone Operator	1	3.23
16. Ward Aide	1	3.23
17. Present Occupation not reported	2	6.45
Totals	31	100.05

THE ECONOMIC FACTOR

The single girls who quit teaching to take other jobs had some common ideas about the economic factors concerning teachers. These are summarized in Table XI.

TABLE XI

DISSATISFACTION WITH ECONOMIC FACTORS OF TEACHING
AS GIVEN BY THIRTY-ONE SINGLE FEMALE EX-TEACHERS

Source of Dissatisfaction	Number of Teachers	Percent
1. Better pay in present occupation	7	22.58
2. Anticipate better pay in new job	4	12.90
3. Teaching lacks opportunity for promotion	5	16.13
4. Teaching lacks security of tenure	1	3.23
5. Lack of stable pension plan	nil	nil
6. Low salaries made it impossible to attend summer school	3	9.68
7. Friends with less education and no training made more money	12	38.71
8. It costs too much to get qualifications to earn higher salaries	11	35.49
9. It was necessary to get a job during summer holidays	4	12.90

The economic factors which caused dissatisfaction to the largest numbers of girls were, in order of frequency:

1. Friends with less education and no special training were making more money.
2. Qualifications which were necessary to increase the salary cost too much.
3. Present occupations pay more.
4. There is a lack of opportunity for promotion in teaching.

Only one of the girls was concerned about the pension plan for teachers, although another thought that more of it should be refunded to teachers who quit the profession. Four girls found it necessary to get a job during the summer holidays. Comments written on the questionnaires were:

"I would have had to teach for forty-three years to be eligible for a full pension."

"I am receiving less money now."

"By the time I paid for board and all deductions were made for A.T.A., pension, etc., I had nothing left."

"Was not directed and did not know that I would not get paid for Summer School subjects unless I got my senior matriculation first."

SOCIAL CONDITIONS ASSOCIATED WITH THE TEACHING PROFESSION

The single female ex-teachers were asked to give their opinions about the social disadvantages in the teaching profession. Table XII shows the number of single girls who thought certain social disadvantages were factors which caused them to decide to leave the profession. Over half of these teachers (51.62%) reported that they were enjoying more social privileges in their new occupations. Poor living conditions for teachers were claimed to be a social difficulty by 32.26% of the single girls. One girl in four thought that teachers are commonly used as scape-goats and 22.58% thought that teaching provided little opportunity for normal association with the opposite sex. The same percentage complained about having to do too much supervision of community activities.

TABLE XII

ADVERSE SOCIAL CONDITIONS IN TEACHING REPORTED
BY THIRTY-ONE SINGLE FEMALE EX-TEACHERS

Adverse Social Conditions	Number	Percent
1. Restricted social privileges in teaching	16	51.62
2. Poor living accommodation for teachers	10	32.26
3. Disliked association with teachers	1	3.23
4. Distaste for life in small towns	3	9.68
5. Distaste for rural life	4	12.90
6. Teachers are expected to do too much in the way of community activities	7	22.58
7. People think teachers are prudish	6	19.36
8. Teachers lack normal opportunities to meet the opposite sex	7	22.58
9. Teaching spoils the personality	5	16.13
10. Would not want my child to be teacher	1	3.23
11. Teachers are commonly used as "scapegoats"	8	25.81
12. Low entrance requirements cause teaching to lack prestige	1	3.23
13. Teachers were expected to do janitor work	3	9.68
Experienced no social difficulties	8	25.81

Five girls thought that teaching was spoiling their personalities. Four girls complained about life in rural communities but, since there were only four rural schools concerned, this could be a very important factor for single girls.

Altogether, 74.19% of the girls thought teaching had social disadvantages and 25.81% experienced no social difficulties.

Quotations from the questionnaires follow:

"No matter where you might be, people insist on talking school with you. It becomes a twenty-four hour job.

"I definitely believe teaching spoils one's personality. Working with children makes one bossy."

"Not allowed a personal life separate from teaching."

"Very little time for social life."

"I disliked continually running into the little beggars after school hours."

"Teachers in small towns are always very severely criticized."

"If teaching in a small school, no opportunity to meet people your own age."

"Only person my age in the whole community - no clubs - roads blocked in winter."

"I enjoyed social life in the country very much. I didn't like always to be expected to know everything."

"I did not like having people expect me to be sedate and quiet when out in public."

ANNOYING CHARACTERISTICS OF PARENTS

The reactions of the single girls to the questions concerning parents are summarized in Table XIII.

Teachers are most annoyed by parents who:

- (a) Take action solely on the strength of tales brought home by children.
- (b) Blame the teacher when a child fails.
- (c) Enjoy privileges which they are not willing to allow teachers to enjoy.

TABLE XIII

THE MOST ANNOYING CHARACTERISTICS OF PARENTS AS REPORTED
BY THIRTY-ONE SINGLE FEMALE EX-TEACHERS

Annoying Characteristics	Teachers Reporting These	
	Number	Percent
1. Send beginners to school before they are ready.	3	9.68
2. Show no interest whatever in the school.	5	16.13
3. Enjoy privileges which they are not willing to allow teachers to enjoy	10	32.26
4. Take action on information brought home by children without verifying it	14	45.16
5. Do not invite teachers to their homes	7	22.58
6. Do not consult teachers about children	7	22.58
7. Blame the teacher when the pupil fails	14	45.16
8. Complain to others before consulting the teacher	8	25.81
9. Do not insist that children attend regularly	8	25.81
10. Do not supply children with necessary books, etc.	1	3.23
No fault to find with parents	8	25.81

Approximately three-quarters of the teachers complained about one or more annoying characteristics of parents. Some of the comments concerning parents which were volunteered by the single girls follow:

"I found parents in all districts very cooperative and easy to work with."

"(Parents) were not very cooperative when help needed to prepare for the Christmas concert."

"More cooperation needed in understanding what our objectives are."

"Teachers can't live the same type of life as parents without criticism."

"Lack of home discipline make coping with teen-agers difficult."

"If the parents could be brought to realize that they also have a part to play in their children's school life and that their own social behavior is just as important as the teacher's, many young teachers would be much happier in their profession."

THE SUPERINTENDENTS

The ex-teachers were asked to check six statements about the work of superintendents and to state any other distinguishing characteristics of these supervisors.

TABLE XIV

FAULTS OF SUPERINTENDENTS AS REPORTED BY THIRTY-ONE
SINGLE FEMALE EX-TEACHERS

Faults of Superintendents	Number of Teachers	Percent
1. Do not give beginning teachers enough help	11	35.47
2. Misrepresent conditions in undesirable schools	7	22.58
3. Just criticize. Do not show a teacher what to do and how to do it	4	12.90
4. Attempt to keep teachers' salaries down so school board can stay within budget	3	9.68
5. Make promises they cannot fulfill	2	6.45
6. Require teachers to carry out directives which are unpopular	1	3.23
7. No fault to find	14	45.15

Of the thirty-one single girls, 54.84% made one or more

complaints about their superintendents. These are summarized in Table XIV.

Superintendents on the whole were very fair to the teachers. Many of the girls commented on the help they received from their superintendents. (45.16% had no fault to find.) The most common complaints were:

(a) Superintendents did not give the beginning teacher enough help.

(b) Undesirable schools were misrepresented in order to get teachers to take them.

There were only seven teachers who thought (b) above was true, but since there were only seven isolated schools, this could be a common fault of superintendents.

Some of the comments from the questionnaires follow:

"I had no criticism of any of the superintendents. I found them very helpful.

"Their reports could be in more detail and more helpful."

"If I asked the inspector for help in any way, he put that on my report as a suggestion for improvement."

"A complete disregard of suitability of teachers to handle particular options. Teachers were merely thrust into teaching options whether they were qualified or not."

"My last superintendent was exceptional in the outstanding way he helped us."

"(Superintendents) expect teachers to do things which they themselves would not do."

"One visit per year of teaching. I had no way of really knowing whether or not I was doing satisfactory work."

PEDAGOGICAL DIFFICULTIES

The girls of the sample gave their reactions to difficulties about which practicing teachers often complain. They were asked to report any other difficulties encountered in actual classroom teaching. Table XV below is a summary of this information from the questionnaires.

TABLE XV

PEDAGOGICAL DIFFICULTIES ENCOUNTERED BY THIRTY-ONE SINGLE FEMALE TEACHERS

Difficulties	No. Having Difficulty	Percent
1. Did not like working with children	0	0
2. Could not teach effectively in the presence of the principal or superintendent	6	19.36
3. Personality not suited to teaching	6	19.36
4. Unable to handle disciplinary problems	8	25.81
5. Too much clerical work	0	0
6. Disliked being on duty during lunch hour	7	22.58
7. Principals were autocratic	1	3.23
8. Courses of study were too vague	11	35.49
9. Professional training was inadequate	6	19.36
10. Did not get a choice of subjects or grades	3	9.68
11. Teaching did not satisfy the ego	2	6.45
12. Pupils were unappreciative	5	16.13
13. Was disliked by the pupils	1	3.23
14. Too much material in the curriculum for the time allotted	5	16.13
15. Teachers are not allowed to make their own curriculum	1	3.23
16. No references available for much of the material in the curriculum	16	51.62
No pedagogical difficulties	10	32.26

The most common difficulty reported was a lack of reference books for the material in the curriculum. Over half of the former teachers complained of this trouble, and three teachers thought it was the most annoying of pedagogical difficulties. 67.74% of the girls reported one or more teaching

difficulty. Other common complaints were:

1. Courses of study were too vague.
2. Inability to handle disciplinary problems.
3. Necessity for noon supervision by teachers.
4. Unsuitable personality.
5. Inadequate professional training.
6. Inability to teach effectively in presence of supervisor.
7. Pupils were unappreciative.
8. Too much material to cover in curriculum.

EFFECT OF TEACHING ON HEALTH

Three of the girls had to quit teaching because of poor health. One of these claimed teaching was responsible for her poor health. Three other girls indicated that unhealthy conditions associated with teaching were among the most important reasons for leaving the profession.

Most common complaints were:

1. The noisy environment caused teachers to be excessively tired at the end of the day. (35.49%)
2. There is not one minute to rest or relax during the whole school day.

None of the girls complained about the amount of clerical work nor about working with children. Only one teacher thought principals were autocratic and only one thought teachers should be allowed to make their own curriculum.

Comments found written on the questionnaires follow:

"Enterprise requires too much work during and after school hours."

"In two of the rural schools in which I taught, the library facilities were very meagre. The books that were

there were far beyond the comprehension of the pupils."

"I feel that with four years of training one should be well enough prepared so that lessons do not require hours of preparation. This was not the case, especially with social studies."

"Lack of library books and teaching aids."

"Enterprise courses are too vague. I couldn't be as severe as a teacher should be for good discipline."

"Too many pupils and grades - with added extra-curricular activities. Each lesson seemed barely touched upon."

"A lack of discipline in the principal's room (Gds. IX to XI) carried down into the Gd. IV to VIII group."

"Too little time. Teaching was just plain dull."

WOULD EX-TEACHERS TEACH AGAIN?

In order to discover the present attitude of ex-teachers towards the teaching profession the following questions were asked:

(a) Would you consider returning to the profession?

(b) What conditions would have to be changed before you would consider teaching again?

Approximately sixteen percent of the single girls reported that they would consider returning to the teaching profession and made no qualifying remarks, 54.84% would return if conditions were different, and 22.58% reported that they would not return. One girl was undecided. Table XVI is a summary of the conditions which would have to be changed before twenty-two of the girls would return to the teaching profession.

TABLE XVI

CHANGES WHICH WOULD BE REQUIRED BEFORE TWENTY-TWO
FEMALES WOULD CONSIDER TEACHING AGAIN

Changes Required	Teachers Requesting Changes	
	Number	Percent
1. Smaller enrolment and fewer grades	7	31.82
2. Better classrooms and facilities	7	31.82
3. Improved living conditions for teachers	6	27.27
4. Raise teachers' salaries	3	13.64
5. Relieve necessity of attending Summer School	3	13.64
6. A change of grades to teach	3	13.64
7. Better cooperation from parents	3	13.64
8. Raise the qualifications of teachers	2	9.09
9. Less subjects to teach	2	9.09
10. Abolishment of the 6 week course	1	4.55
11. Textbooks that follow the courses closely	1	4.55
12. A year away from teaching	1	4.55
13. Relieve necessity of teaching in home town	1	4.55
14. Spare periods for teachers	1	4.55
15. Enterprise courses more clearly set forth	1	4.55
16. Fewer extra-curricular requirements	1	4.55
17. Non-compulsory union. (A.T.A.)	1	4.55
18. Complete returns from retirement fund	1	4.55
19. Specialized travelling teachers for music, art, etc.	1	4.55
20. Allow teachers wider social privileges		4.55

It is interesting to note that so many girls made 'smaller enrolments and fewer grades' a condition for their return. It was a more important consideration than improved living conditions, and equally as important as 'better classrooms and facilities.' One reason for this result may have been that there were only three rural teachers in the sample. Some of the comments written on the questionnaires follow:

(Would require) "Standards raised to Senior Matriculation and two years training before a permanent certificate."

"Improve living conditions - in too many places teachers are expected to live in shacks and like it. You are expected to bum around for a boarding place until some poor sympathetic soul takes you - not because she wants to do so."

"Enough spare periods to facilitate completion of nearly all one's work while at schoolTextbooks which follow the curriculum closely. It is most frustrating trying to follow a vague curriculum without the necessary books."

"Smaller enrolments. I would like to teach only one specific subject."

"Standardization of educational training across Canada. Higher salaries, better living conditions and working conditions in rural areas."

"I would teach only the lower grades."

"Fewer students and grades to a classroom. Fewer responsibilities other than actual classroom and teaching requirements."

"Higher grades to teach. Remove the necessity of going to Summer School."

"Smaller enrolments."

"Living accommodations greatly improved and schools improved. Parental interference checked. Library facilities."

WHAT SHOULD BE DONE TO KEEP EXPERIENCED TEACHERS?

The single female ex-teachers were asked the above question and twenty-four of them gave replies. These replies have been classified and summarized in Table XVII.

It is interesting to compare Table XVI with Table XVII. In Table XVI where the girls viewed the matter subjectively, higher salary was fourth in importance, whereas in Table XVII where the girls viewed the problem of retention objectively, higher salary was by far the most important consideration. The probable reason for this may be that Table XVI included the return of only single females, whereas Table XVII included the retention of all teachers, male and female alike.

These recommendations made by the girls headed the lists of both tables and all seem to be very important.

1. Raise salaries for teachers.
2. Limit the enrolment per classroom.
3. Improve classrooms and equipment.
4. Improve living conditions for teachers.
5. Raise the qualifications of teachers.
6. Improve parent-teacher relations.
7. Give the beginning teacher more help.

TABLE XVII

WHAT SHOULD BE DONE TO KEEP GOOD TEACHERS IN THE CLASSROOMS
ACCORDING TO TWENTY-FOUR FEMALE EX-TEACHERS

Things Ex-Teachers Thought Should Be Done	Number	Percent
1. Pay higher salaries	14	58.33
2. Raise teachers' qualifications	7	29.17
3. Limit the enrolments	6	25.00
4. Improve parent-teacher relations	5	20.83
5. Provide better living conditions	4	16.67
6. Improve classrooms and equipment	4	16.67
7. Give the beginning teacher more help	4	16.67
8. Screen teacher candidates	2	8.33
9. Lower the requirements for permanent certification	2	8.33
10. Married teachers encouraged to return, especially in the cities	2	8.33
11. More definite training in enterprise	2	8.33
12. Teaching should be made to appear as the important profession it is	1	4.17
13. Better pension plan	1	4.17
14. More stress on the three R's	1	4.17
15. School buses and centralization	1	4.17
16. Less work after hours	1	4.17
17. More practice teaching during training	1	4.17
18. Government bursaries with no restriction	1	4.17
19. Allow teachers wider social privileges	1	4.17

WHY SINGLE GIRLS BECOME TEACHERS

The ex-teachers were asked to check their reasons for entering the profession (from a prepared list of twenty items) and to add any other reasons which influenced them. All 31 girls gave reasons and double checked the most influential ones. Table XVIII is a summary of the reasons given by the single girls for entering the teaching profession.

It is interesting to note that only one girl admitted that low entrance requirements were an attraction. The most potent attractions the teaching profession has to offer single girls, in order of the number of times they were reported, seemed to be:

1. Association with children.
2. The opportunity to be of service to society.
3. The opportunity to belong to a professional group.
4. The opportunity to use their interests, aptitudes, and abilities.
5. Bursaries and low tuition costs.
6. The opportunity to emulate former teachers.

The majority of the girls appeared to be motivated by high ideals and unselfish interests, and seemed to possess an almost missionary zeal to do something worthwhile for society; in fact, three of the girls left teaching for missionary work.

TABLE XVIII

WHY THIRTY-ONE SINGLE GIRLS ENTERED THE TEACHING PROFESSION

Reason	Percent
1. To perform a worthwhile service for society	64.52
2. I like children	77.42
3. My parents persuaded me	22.58
4. Good work of a former teacher	29.03
5. Low entrance requirements	3.23
6. Bursaries and low tuition	35.49
7. Appropriate interests, aptitudes, and abilities	35.49
8. Good initial salaries	9.68
9. Security of tenure	9.68
10. Good pension fund	3.23
11. I looked forward to being called a teacher	9.68
12. To earn money for another vocation	3.23
13. Long holidays	19.36
14. Short hours	6.45
15. Life devoted to study and culture	16.13
16. Opportunity for leadership	16.13
17. Afraid to try something unfamiliar	9.68
18. Advised by guidance officer and teachers	22.58
19. Association with a professional group	41.94

SATISFACTION RECEIVED FROM TEACHING SCHOOL

Of the thirty-one single girls who returned questionnaires, thirty answered the following question:

"What were the greatest satisfactions you received from teaching?"

Table XIX is a classification and summary of the answers.

TABLE XIX

GREATEST SATISFACTION IN THE TEACHING PROFESSION REPORTED BY THIRTY-ONE SINGLE FEMALE EX-TEACHERS.

Sources of Satisfaction	Teachers Reporting Satisfaction	
	Number	Percent
1. Pupils who showed appreciation	9	30.00
2. The sense of achievement when pupils made progress	9	30.00
3. Enjoyed working with pupils	8	26.67
4. The feeling of having helped pupils to develop physically, mentally, and morally	5	16.67
5. Parents who showed appreciation	4	13.33
6. The feeling of responsibility for a worthwhile job for society	3	10.00
7. Having helped children to independence	3	10.00
8. Belonging to a strong professional organization	1	3.33
9. Association with other teachers	1	3.33
10. Two months holidays	1	3.33
11. Monthly paycheck	1	3.33
12. None	1	3.33

Nearly all of the satisfactions reported had to do with service to society and with human relationships. In this respect Table XIX corroborates the information given in Table XVIII. The most gratifying experiences found in teaching as reported by the single girls follow in order of the frequency with which they were mentioned:

1. The feeling of having accomplished a worthwhile service for children. (56.67%)
2. The appreciation, shown in various ways, by the pupils. (30%)
3. Enjoyment derived from working with pupils. (26.67%)
4. The appreciation of the parents. (13.33%)
5. The responsibility of a worthwhile job for society. (10%)

Some of the more typical answers concerning the greatest satisfactions in teaching follow:

"Knowing that I had helped some little child develop. Knowing that some child 'loved' school."

"In imparting knowledge to our future citizens one feels a great sense of responsibility in helping pupils to realize their own problems and how to overcome them."

"Reports from satisfied parents."

"The friendship and confidence of the youngsters I taught."

"Progress in the character of my pupils (particularly social and moral)."

"I enjoyed working with younger children who seem to appreciate one's efforts at least."

"Seeing my pupils make the grade."

"Parents and pupils wanted me to stay."

"A feeling that I was doing something worthwhile.
A lasting friendship with almost all the people of the community."

SUMMARY

There was a shortage of modern equipment and teaching aids in most of the schools where the sample of single females quit the teaching profession. The living accommodation was primitive in many communities. The cultural opportunities were meagre and the girls expressed a need for friends of their own age. In most of the schools there were either too many grades or too many pupils. Most of the girls complained about overloading; the average single female had a work week of nearly fifty hours. Some of the girls took a cut in pay when they left teaching and only a few complained about the low salaries paid to teachers.

Three quarters of the single girls experienced social difficulties during their teaching career. Most of them felt that being a teacher put restrictions on their social privileges. Seventy-five percent of the single girls had trouble with some of the parents. The most common complaint about superintendents was that they did not give the beginning teachers enough help. The noisy environment made more than a third of the teachers excessively tired at the end of the day. Lack of reference books, vague courses of study and ineffective discipline were the common pedagogical difficulties.

All of the above disadvantages in the teaching profession

were frustrating but what caused most of the single females in the sample to quit teaching was:

1. heavy schools with either too many grades, too many subjects or too many pupils
2. uncomfortable schools with a lack of modern equipment
3. primitive living conditions.

CHAPTER V

WHY SINGLE MALES QUIT TEACHING

THE SCHOOL PLANT

Of the thirty teachers in the sample of single males, twenty-one left the profession from graded schools and nine left from rural schools. Thirty percent of the young men quit while teaching rural schools. This might indicate a distaste for one-roomed schools, because approximately seventeen percent of the schools in Alberta are rural. Thirty percent of the teachers said they disliked life in small towns or rural areas. Nine percent of the young men would return to teaching only if they could get a position in a graded school. Three teachers commented:

"Too much is expected of a teacher in a one-room school."

"No companionship other than hard-drinking rurals."

"I felt that the teaching profession, especially in rural schools, was too unstable to settle down."

The equipment in the graded and ungraded schools from which the thirty single males quit the profession left much to be desired. Less than twenty percent of the schools had shops, home economics rooms, private rest rooms for staff, showers, tape recorders, and secretarial assistance. Two-thirds of the schools lacked laboratories, gymnasiums, auditoriums, and film strip or slide projectors. Approximately half of the schools lacked telephones, indoor toilets, principal's offices, mechanical duplicators, movie projectors, and typewriters. Table XX shows a lack of equipment in

twenty-nine of the schools.

TABLE XX

EQUIPMENT LACKING IN THE SCHOOLS FROM WHICH TWENTY-NINE
SINGLE MALES LEFT THE TEACHING PROFESSION

Items	Schools Lacking Items	
	Number	Percent
Electricity	9	31.03
Telephone	17	58.62
Central heating	8	27.59
Indoor toilets	14	48.28
Private staff rooms	24	82.76
Lunch room	26	89.66
General staff room	19	65.52
Showers	26	89.66
Principal's office	14	48.28
Library	18	62.07
Laboratory	20	68.97
Gymnasium	20	68.97
Shop	24	82.76
Home Economics room	24	82.76
Auditorium	20	68.97
Piano	8	27.59
Radio	11	37.93
Mechanical duplicator	16	55.17
Movie projector	14	48.28
Film slide projector	19	65.52
Record player	15	51.72
Tape recorder	26	89.66
Secretarial assistance	25	86.21
Typewriter	15	51.72

Many single males indicated their dissatisfaction with school plants and facilities. Better classrooms and facilities were requested by 13.64 percent of the sample.

LACK OF LIVING ACCOMMODATION

Table XXI shows that living accommodations and teacherages were even worse than the schools.

TABLE XXI

DEFICIENCIES IN ACCOMMODATION AVAILABLE TO TEACHERS IN THE TWENTY-NINE COMMUNITIES WHERE SINGLE MALES QUIT TEACHING

Items of Accommodation	Not Available	
	Number	Percent
1. House	12	41.38
2. Suite	26	89.66
3. Adequate space	12	41.38
4. Adequate insulation	17	58.62
5. Adequate storage space	17	58.62
6. Electricity	10	34.48
7. Running water	18	62.07
8. Three piece bathroom	22	75.86
9. Regular delivery of groceries	19	65.52
10. Telephone nearby	14	48.28
11. Garage	22	75.86
12. Garden	19	65.52
13. Good room and board	11	37.93

Seventy-five percent of the accommodation available to the teachers lacked bathrooms and garages. In more than forty

percent of the communities no house was available. Approximately sixty percent of the accommodation lacked running water and adequate insulation and storage space; thirty-eight percent lacked room and board and thirty-five percent had no electricity.

Some comments concerning accommodation were made by the young men.

"Nothing is done to see that teachers are living in satisfactory surroundings."

"I lived in one room in an old upstairs dance hall. Not another place available in town."

"I stayed in the hotel and ate at cafes."

"There was no boarding place in the community."

"Ancient teacherage. Stayed in town and travelled by school bus."

"I don't think living conditions have much to do with teachers leaving the profession. Those ideas have been stressed so long that teachers have acquired a phobia about living conditions. No other professional person is so concerned."

The items of accommodation most often desired by single male teachers appear below in order of importance.

1. Electricity
2. Running water
3. Good room and board
4. Three piece bathroom

LACK OF CULTURAL OPPORTUNITIES

Table XXII gives a picture of the cultural activities in the communities where young men quit the teaching profession.

TABLE XXII

LACK OF CULTURAL OPPORTUNITIES AVAILABLE IN TWENTY-NINE
COMMUNITIES WHERE SINGLE MALES QUIT TEACHING

Cultural Opportunities	Not Available	
	Number	Percent
1. Appropriate church	9	31.03
2. Appropriate church club	19	65.52
3. Choral group	21	72.41
4. Lending Library	10	34.48
5. Appropriate lodge	21	72.41
6. Service clubs	18	62.07
7. Drama group	21	72.41
8. Orchestra group	21	72.41
9. Hobbies or handicraft clubs	21	72.41
10. Friends with common cultural interests	14	48.28

Comments from dissatisfied teachers follow:

"Desired more friends and acquaintances of the same age."

"Would have liked sports facilities, gymnasium, curling rink, etc."

"The problem was that in the small community there were few able or willing to discuss, study or investigate anything beyond the latest baseball game."

Following is a list of the cultural opportunities which the single males requested most often:

1. Friends with common cultural interests.
2. Lending libraries
3. Churches
4. Hobbies and handicraft clubs

Though lack of cultural opportunities were not felt as keenly by the single males, they wanted almost the same things as the single females. (see p. 25).

PROFESSIONAL TRAINING OF SINGLE MALE TEACHERS

Eight of the single men had university degrees. Table XXIII shows the university degrees the men held and the average number of years that they taught.

TABLE XXIII

DEGREES HELD BY EIGHT SINGLE MALE TEACHERS AND THEIR YEARS OF TEACHING SERVICE

Degree	No. Holding Degree	Total Years Teaching Service	Average No. of Years Service
1. B.Ed.	5	28.2	5.64
2. B.A.	1	3	3.00
3. B.Sc. B.Ed.	1	2	2.00
4. B.Ed. M.A.	1	4	
Total	8	37.2	

The teachers with degrees taught an average of 4.65 years. The teachers with only B,Ed. degrees taught an average of 5.64 years. Table XXIV shows the relationship between the number of years training and the average number of years teaching service for the single men in the sample.

TABLE XXIV

A COMPARISON OF YEARS OF TEACHER TRAINING WITH
LENGTH OF TEACHING SERVICE FOR THIRTY SINGLE
MALE EX-TEACHERS

Period of Training	Teachers with The Training		Average Number of Years Service
	Number	Percent	
One year	19	63.33	3.74
Two years	4	13.33	4.75
Three years	2	6.67	2.00
Four years	5	16.67	5.64
Total	30	100.00	4.06

Table XXIV indicates that on the average the more training teachers have the longer they teach. Single men with two years of training taught twenty-seven percent longer than single men with one year of training, and those with B.Ed. degrees taught fifty-one percent longer than the one-year trainees. Only two of the ex-teachers had three years of training and their average teaching service was two years. This was 46.52% less than the teachers with one year of training. The reason for the apparent discrepancy was probably the fact that there were only two teachers with three years of training and a sample of two was not nearly large enough to be representative.

Nine percent of the teachers who said they would consider returning to the classrooms wanted more professional training first, and eighteen percent would not return until the qualifications of teachers were raised. Several ex-teachers wanted a minimum of four years of university training for a teaching certificate. About the same number of young men considered two years of training to be the minimum requirement.

TEACHING REQUIRED LONG HOURS

The schools where the young men quit teaching had heavy enrolments. Nearly sixty-eight percent of the schools had enrolments of from thirty to fifty pupils. Table XXV shows the enrolment in the classrooms where the single males quit teaching. It also shows whether the classrooms were rural or graded.

TABLE XXV

ENROLMENT IN THE CLASSROOMS WHERE TWENTY-EIGHT
SINGLE MALES QUIT THE TEACHING PROFESSION

Enrolment	Classrooms		Number of Grades		
	Number	Percent	Ungraded	One Grade or	Two or More
10 up to 15	2	7.14	2		
15 up to 20	2	7.14	2		
20 up to 25	2	7.14	1		1
25 up to 30	3	10.71	2	1	
30 up to 35	11	39.29	2	6	3
35 up to 40	3	10.71		2	1
40 up to 45	4	14.29		1	3
45 up to 50	1	3.57		1	
Total	28	99.99	9	11	8

Only rural schools and shop classes had enrolments of less than twenty-five. The large classes kept the young men busy, but they did not complain about heavy enrolments even though they worked an average of three and a half overtime hours each day. Table XXVI shows the average number of overtime hours worked each day by the single male ex-teachers.

TABLE XXVI

AVERAGE HOURS OF OVERTIME PER DAY WORKED BY
TWENTY-EIGHT SINGLE MALE TEACHERS

Overtime Hours	Teachers Working	Overtime Hours
	Number	Percent
1 up to 2	2	7.14
2 up to 3	4	14.29
3 up to 4	10	35.71
4 up to 5	7	25.00
5 up to 6	5	17.86
Totals	28	100.00

Over forty-six percent of the young men were responsible for extra-curricular activities in the communities. In urban centres fifty-eight percent of the teachers did some form of community work with children. A few men thought there should be extra pay for extra-curricular work. The average young man worked forty-six hours a week at teaching. Some of the more conscientious teachers worked up to sixty hours a week.

PRESENT OCCUPATIONS OF THE SINGLE MALE EX-TEACHERS

The present occupations of the thirty ex-teachers are listed in Table XXVII. The table shows that the young men are not leaving teaching for a few select occupations with

special opportunities.

TABLE XXVII

PRESENT OCCUPATIONS OF THIRTY SINGLE MALE EX-TEACHERS

	Number	Percent
1. University Students	4	13.33
(a) Theology	2	6.67
(b) Medicine	1	3.33
(c) Librarian	1	3.33
(d) Engineering	1	3.33
(e) Accountancy	1	3.33
(f) General Course	1	3.33
2. Oil Company Employees	4	13.33
3. Salesman	2	6.67
4. R.C.A.F.	2	6.67
5. Farmers	2	6.67
6. Office workers	2	6.67
7. Clerks	2	6.67
8. Parts man	1	3.33
9. Standards checker	1	3.33
10. Switchman	1	3.33
11. Welder	1	3.33
12. Missionary	1	3.33
13. Psychologist	1	3.33

About a third of the sample returned to university to prepare for some profession other than teaching. Most of these ex-teachers anticipate better pay when they qualify for their new profession.

Of the two-thirds of the sample that did not return to university, seventy-five percent report better pay in their new occupations.

THE ECONOMIC FACTOR

Approximately three-quarters of the sample had fault to find with the economic factors in teaching. Table XXVIII

consists of a list of the factors which caused dissatisfaction to the young men.

TABLE XXVIII

THE ECONOMIC FACTOR AS A SOURCE OF DISSATISFACTION
TO THIRTY SINGLE MALE EX-TEACHERS

Source of Dissatisfaction	Teachers Reporting Dissatisfaction	
	Number	Percent
1. The salary for teaching was less	16	53.33
2. Anticipated salaries were lower for teaching than for present occupation	13	43.33
3. Teaching lacks opportunity for promotion	9	30.00
4. Teaching lacks security of tenure	3	10.00
5. Lack of stable pension plan	4	13.33
6. Low salaries made it impossible to attend summer school	5	16.67
7. Friends with less education and no training made more money	14	46.67
8. It costs too much to get qualifications to earn higher salaries	9	30.00
9. It was necessary to get a job during summer holidays	2	6.67
10. Lately, hours and conditions in other occupations have improved while teaching has become more difficult	9	30.00
11. No dissatisfaction reported	6	20.00

Eighty percent of these ex-teachers were either receiving better pay in their new jobs or anticipated better pay in their new occupations. Nearly half of the sample indicated

dissatisfaction with teaching because friends with less education and no training were making more money than teachers. Thirty percent of the young men thought that teaching lacked opportunity for promotion, that the qualifications necessary to get higher salaries were too expensive and that teaching compares less favorably with other occupations than it did ten years ago.

Most of the comments which were written on the questionnaires concerned the economic factor. Some of them are quoted below:

"The low pay was the major point of dissatisfaction. All the money spent on education and the hard study, brought small rewards."

"The development of a sense of professional pride on the part of teachers themselves is impossible under present social and economic conditions."

"The remuneration was insufficient for the amount of work required."

"Teachers' salaries should be made comparable with those of other professions."

"After going to university and spending a lot of money, one should immediately get more money than a worker who has no better than a grade eight education."

"Have the school boards subject to the teachers. When one consults a lawyer, doctor, engineer or dentist, the professional man tells what is to be done, and the cost. He does not accept the crumbs offered by a group of farmers."

"I can only speak for myself and four or five other men I know who all quit for financial reasons."

ADVERSE SOCIAL CONDITIONS IN THE TEACHING PROFESSION

The single male ex-teachers were asked to give their opinions about certain social aspects of teaching and to make any comments on the social life of teachers. Table XXIX

is the combined opinion of the thirty young men.

TABLE XXIX

ADVERSE SOCIAL CONDITIONS IN THE TEACHING PROFESSION
AS REPORTED BY THIRTY SINGLE MALE EX-TEACHERS

Adverse Conditions	Teachers Effected	
	Number	Percent
1. Restricted social privileges in teaching	13	43.33
2. Poor living accommodation for teachers	11	36.67
3. Disliked association with teachers	3	10.00
4. Distaste for life in small towns	6	20.00
5. Distaste for rural life	3	10.00
6. Teachers are expected to do too much in the way of community activities	6	20.00
7. People think teachers are prudish	1	3.33
8. Teachers lack normal opportunities to meet the opposite sex	2	6.67
9. Teaching spoils the personality	3	10.00
10. Teachers are commonly used as scapegoats	3	10.00
11. Low entrance requirements cause teaching to lack prestige	11	36.67
12. Teachers are expected to do janitor work	nil	
13. Experienced no social difficulties	9	30.00

Thirty percent of the single males had no social difficulties at all, while seventy percent experienced one or more difficulty. Forty-three percent of the sample report more social freedom in occupations other than teaching. Poor living accommodation provided for teachers made social life difficult for thirty-seven percent of the young men and the same percentage thought that low entrance requirements for the profession lowered teachers' prestige. One teacher in five complained about having to do too much in the way of community activities. One young man in ten thought that teaching was spoiling his personality.

Some of the comments the teachers wrote on the questionnaires follow:

"I found the social life of teachers to be what they made it."

"Professional standing of teachers is low in most people's eyes, but their conduct must be above reproach."

"Much criticism can be directed at a teacher which forces him to lead a life unfit for a dog."

"A section of the public is prejudiced against teachers."

"Too little opportunity to live one's own life without feeling like a monkey in a cage where everyone watches."

SOME PARENTS WERE TROUBLESOME

Table XXX shows that only twenty percent of the young men had no fault to find with parents. Four out of five of the ex-teachers made one or more complaints about the parents.

TABLE XXX

BEHAVIOR OF PARENTS WHICH ANNOYED THIRTY SINGLE MALE EX-TEACHERS

Annoying Characteristics	Teachers Reporting These	
	Number	Percent
1. Send beginners to school before they are ready	8	6.67
2. Show no interest whatever in the school	8	26.67
3. Enjoy privileges which they are not willing to allow teachers to enjoy	8	26.67
4. Take action on the strength of tales brought home by children	5	16.67
5. Do not invite teachers to their homes	5	16.67
6. Do not consult teachers about children	9	30.00
7. Blame the teacher when the pupil fails	8	26.67
8. Complain to others before consulting the teacher	5	16.67
9. Do not insist that children attend regularly	14	46.67
10. Do not supply children with necessary books, etc.	2	6.67
11. No fault to find with parents	6	20.00

Most complaints were about parents who did not insist that their children attend school regularly. Other common complaints in order of their frequency were:

1. Parents do not consult teachers about children.
2. Parents show no interest whatever in the school.
3. Parents blame the teacher when the pupil fails.
4. Parents enjoy privileges that they are not willing to allow teachers to enjoy.

While eighty percent of the young men found fault with parents, many added that they were referring to a minority of the parents. Some of the comments follow:

"In a very few aggravating instances parents did not insist that their children attend school regularly."

"Parents are clannish - family ties and clans eventually disagree and affect community and school life."

"Parents interfere too much in the normal functioning of the school, especially social functions."

"The majority of parents were cooperative and understanding."

"Most parents are genuinely confused by baffling report cards and progressionist lingo."

"Parents are sometimes more annoying than the students."

SUPERINTENDENTS WERE FAIR

Fifty-three percent of the single males had no fault to find with superintendents. The faults mentioned by the rest of the young men were mostly of a minor nature. Table XXXI shows the nature of the complaints.

TABLE XXXI

FAULTS OF SUPERINTENDENTS WHICH WERE REPORTED
BY THIRTY SINGLE MALE EX-TEACHERS

Faults of Superintendents	Teachers Who Reported Fault	
	Number	Percent
1. Do not give beginning teachers enough help	6	20.00
2. Just criticize. Do not show a teacher what to do and how to do it	3	10.00
3. Misrepresent conditions in the less desirable schools	3	10.00
4. Make promises which they cannot fulfill	4	13.33
5. Attempt to keep teachers' salaries down so school board can stay within budget	2	6.67
6. Require teachers to carry out directives which are unpopular	3	10.00
7. No fault to find	16	53.33

As with the single females, the greatest cause for dissatisfaction is the fact that superintendents do not give the beginning teacher enough help.

Just as many favorable comments were made about superintendents as there were disparaging comments. Some of the remarks are quoted below:

"Superintendents fail to visit the schools often enough."

"On the whole superintendents are fine persons. I had the misfortune to meet one who wasn't."

"Superintendents too often set no real educational policy in their divisions. They tend to fall into the pattern of least resistance. The teachers would respect them much more if they made decisions and stuck to them."

"The superintendent was actually a very fine man."

"Some tend to be unrealistic and too theoretical in their evaluation of a teaching situation."

"Superintendents are too concerned with paper work."

"Superintendents sometimes refuse to use the qualifications of teachers to the best advantage."

"I was fortunate in having an excellent superintendent."

The gracious and fair way in which the superintendents treated the ex-teachers could be used as evidence of the seriousness of the teacher shortage. Because the superintendents had so much trouble staffing their schools, even poor and mediocre teachers were given encouragement.

PEDAGOGICAL DIFFICULTIES

Ninety percent of the sample reported difficulties in actual classroom teaching. Table XXXII is a summary of the difficulties encountered.

TABLE XXXII

PEDAGOGICAL DIFFICULTIES ENCOUNTERED BY THIRTY SINGLE MALE TEACHERS

Teaching Difficulties	Teachers Having Difficulty	
	Number	Percent
1. Did not like working with children	2	6.67
2. Could not teach effectively in the presence of the principal or superintendent	5	16.67
3. Personality was not suited to teaching	5	16.67
4. Unable to handle disciplinary problems	8	26.67
5. Too much clerical work	1	3.33
6. Disliked being on duty during lunch hour	9	30.00
7. Principals were autocratic	4	13.33
8. Courses of study were too vague	10	33.33
9. Professional training was inadequate	6	20.00
10. Did not get a choice of subjects or grades	2	6.67
11. Teaching did not satisfy the ego	2	6.67
12. Pupils were unappreciative	3	10.00
13. Was disliked by pupils	1	3.33
14. Too much material in curriculum to cover in time allotted	6	20.00
15. Teachers are not allowed to make their own curriculum	2	6.67
16. No references were available for much of the material in the curriculum	11	36.67
17. No pedagogical difficulties	3	10.00

As with the single females, the most common complaints were a lack of reference material and the vagueness of the course of studies. Thirty percent of the young men complained about having to be on duty during lunch hour, twenty-seven percent of them felt unable to handle disciplinary problems adequately, and seventeen percent of them felt that their personality was not suited to teaching.

Some of the comments found written on the questionnaires follow:

"There were not enough reference books in the library to cover the courses properly."

"My music and drama qualifications were below what a teacher should have. These are especially important in rural schools."

"Books for enterprises were inadequate."

"The biggest difficulty was to give adequate instruction in high school work with "A" and "C" students in the same class."

"I felt that the present trend in curriculum sacrifices the better student for the sake of the mediocre."

"I did not get enough time to help students requiring extra attention."

"It should not be necessary for teachers to be on duty during lunch hours."

"The recent tendency in Alberta to reduce the content of high school courses makes the job not worth doing."

WOULD THE SINGLE MALES RETURN TO TEACHING?

The young men were asked what conditions would have to be changed before they would consider teaching again. Only three said they would return without any changes being made. Five teachers would not return to teaching under any circumstances. Twenty-two of the young men said they would return under certain conditions. The conditions are collected and classified in Table XXXIII. This table corroborates the information given in Table XXVIII. Both indicate that the biggest source of dissatisfaction is the salary.

TABLE XXXIII

CONDITIONS WHICH WOULD HAVE TO BE CHANGED BEFORE TWENTY-TWO
SINGLE MALES WOULD CONSIDER TEACHING AGAIN

Changes Required	Teachers Requesting Changes	
	Number	Percent
1. Higher salaries	15	59.09
2. Raise teacher's qualifications	4	18.18
3. The prestige of the profession would have to be higher	4	18.18
4. Better classrooms and facilities	3	13.64
5. A position in a graded school	2	9.09
6. Would want more professional training	2	9.09
7. Improved living conditions for teachers	1	4.55
8. Better cooperation from parents	1	4.55
9. Better superintendents	1	4.55
10. Less authority vested in school boards	1	4.55
11. Better pension scheme	1	4.55
12. Rigid standards for promotion of students	1	4.55
13. More emphasis on teaching subject matter	1	4.55
14. Financial need	1	4.55
15. Dissatisfaction in present job	1	4.55
16. Less of a 'holy' attitude by some teachers	1	4.55
17. No changes required	3	13.64
18. Would not return under any cir- cumstances	5	22.73

Sixty percent of the young men would return if the salaries were higher. The prestige in the teaching profession would have to be higher before another eighteen percent of the young men would return. Eighteen percent wanted the qualifications of teachers to be raised, presumably with the hope of raising the prestige of the profession. Better classrooms and facilities and improved living conditions for teachers were of minor importance when compared to the two major requests - money and prestige.

Answers to the question, 'What conditions would have to be changed before you would consider teaching again,' were short and to the point. Some of them are quoted below:

"Higher salaries."

"Make teaching a profession in the true sense of the work."

"Much higher salaries."

"I'd have to acquire more training, especially for a rural school."

"Higher salaries."

"University certification; better wages, public opinion and respect; better schools, superintendents and teachers."

"The salary would have to be much higher."

"A raise in salary; a position in a graded school."

"Better salaries and better living and working conditions."

"Salaries raised to a professional level."

"Replace the authority of the school board with a policy of teacher as well as pupil well-being."

"Higher salaries."

"Increase salaries of administrators."

"Salary."

It is interesting to note that female teachers did not think that salaries were so important.

WHAT SHOULD BE DONE TO KEEP GOOD TEACHERS IN THE CLASSROOMS?

Twenty-seven of the single male teachers answered the above question. A summary of their answers appears in Table XXXIV.

TABLE XXXIV

WHAT TWENTY-SEVEN SINGLE MALE EX-TEACHERS THOUGHT SHOULD BE DONE TO KEEP GOOD TEACHERS IN THE CLASSROOMS

Things Ex-Teachers Thought Should Be Done		
	Number	Percent
1. Raise salaries	18	66.67
2. Increase the requirements for teacher certification	10	37.04
3. Increase the prestige of the profession	7	25.93
4. Raise entrance requirements	5	18.52
5. Improve schools and equipment	5	18.52
6. Improve living conditions for teachers	4	14.81
7. Put teaching on a professional basis	4	14.81
8. Screen teacher candidates	3	11.11
9. Raise salaries at the top	3	11.11
10. Improve the curriculum	2	7.41
11. Make school boards responsible to the teachers	2	7.41
12. Change the teacher training program	2	7.41
13. More humane treatment of teachers	2	7.41
14. Improve the superintendents	2	7.41
15. Dismiss married women teachers	2	7.41
16. Bonus married male teachers	1	3.70
17. Make a philosophy course compulsory	1	3.70
18. Improve the pension plan	1	3.70
19. Increase the grants for schools	1	3.70
20. Improve parent-teacher relations	1	3.70
21. Weed out undesirable teachers	1	3.70
22. Bursaries for third and fourth year Education students	1	3.70
23. Extra pay for extra-curricular work	1	3.70
24. Limit the enrolments	1	3.70
25. Have a teacher representative on the divisional board	1	3.70

Again the young men are consistent. The first four items on their list as well as items seven, eight, and nine all have to do with salaries and prestige.

Eighteen percent of the young men thought that schools and equipment should be improved and fourteen percent thought that living conditions for teachers should be improved. It might be argued that these last two items could also be traced to a desire for prestige. Some of the answers given by the young

men appear below:

"Raise salaries, then raise minimum training programs and weed out undesirable teachers."

"Remuneration for teachers with one-year training is too high. Such teachers would not be allowed to teach on the west coast of the U.S.A."

"Raise qualifications, increase salaries substantially, make a teacher proud of his profession."

"Salaries should be about fifty percent higher."

"Minimum of four years of university training and better salaries."

"Better salaries for experienced teachers who have taken advanced training for first and second degrees."

"Offer bursaries to teachers taking their third and fourth years of university."

"A minimum of two years training prior to certification - strive for a degree for all qualified teachers."

"At least two years training; more competition which would result from higher remuneration, especially at the top. The top is too close to the bottom."

"Teachers should elect a representative or a member to divisional boards."

"It is a difficult thing for a person of education and intelligence to subject himself to the whims and petty intrigues of the usual ill-educated school board trustee!"

"Appeal to the provincial government to increase school grants so that better schools and better salaries may become a reality."

It is interesting to note that the single females gave somewhat the same advice for retaining good teachers in the schools as did the single males. Items one and two are practically identical in Tables XXXIV and XVII.

TABLE XXXV

WHY YOUNG MEN ENTER THE TEACHING PROFESSION (N = 30)

Reason	Percent
1. To perform a worthwhile service for society	60.00
2. I like children	56.67
3. Appropriate interests, aptitudes, and abilities	43.33
4. Good work of a former teacher	36.67
5. The entrance requirements were low	36.67
6. Bursaries and low tuition costs	36.67
7. Long holidays	30.00
8. My parents persuaded me	26.67
9. To earn money for another vocation	23.33
10. Desired a life devoted to study and culture	26.67
11. Opportunity for leadership	16.67
12. Advised by guidance officers and teachers	16.67
13. Associations with a professional group	16.67
14. Security of tenure	13.33
15. Looked forward to being called a teacher	13.33
16. Short hours	6.67
17. Afraid to try something unfamiliar	6.67
18. Attracted by good initial salaries	nil
19. Good pension fund	nil

WHY YOUNG MEN ENTER THE TEACHING PROFESSION

Table XXXV is a summary of the reasons why thirty young men chose teaching as an occupation. A look at the first four reasons in the table reveals that the majority of the young men are motivated by high ideals and by a careful assessment of personal qualities. However, over a third of the young men admit that low entrance requirements and low tuition costs played a part in attracting them to teaching. More than one young man in five entered teaching to use it as a stepping-stone to another vocation.

GREATEST SATISFACTIONS RECEIVED FROM TEACHING

In reporting their greatest satisfactions received while teaching, the young men showed consistency. Their ambition to perform a worthwhile service for society was realized in many cases. They enjoyed working with children. They received most satisfaction from seeing the progress of pupils, and in feeling some measure of responsibility for the development of worthwhile qualities in the children.

There seemed to be very little inconsistency between what the young men expected to receive from teaching and what many of them actually realized. However, not as many reported the satisfactions from teaching as had expected to receive them. The inference seems to be that the permanent values of teaching are concerned with service to society and with warm human relationships, but that not all the young men were able to realize them. The percentages in Table XXXV are considerably higher than those in Table XXXVI. Table XXXVI is a summary of the greatest satisfactions received by the single males during their teaching careers.

TABLE XXXVI

THE GREATEST SATISFACTION RECEIVED BY TWENTY SIX
SINGLE MALES DURING THEIR TEACHING CAREER

Source of Satisfaction	Teachers Reporting Satisfaction	
	Number	Percent
1. Happiness at pupils' progress and general development	12	46.15
2. Having performed a worthwhile service for society	6	23.08
3. Enjoyment derived from working with children	4	15.38
4. The appreciation of the pupils	4	15.38
5. Teaching a favorite subject	2	7.69
6. Respect of the pupils	1	3.85
7. Respect of the community	1	3.85
8. Prestige	1	3.85
9. Pupils who enjoyed school work	1	3.85
10. A chance to meet people	1	3.85
11. A chance to participate in sports	1	3.85
12. Getting young people to read good books	1	3.85
13. Inspiring young people to choose a worthwhile career	1	3.85
14. A clean job	1	3.85
15. A job well done	1	3.85

SUMMARY

A majority of the single male ex-teachers reported these facts about their experiences while teaching.

1. School buildings and equipment were inadequate.
2. Living accommodation available to teachers was poor.
3. There were few friends with common interests.
4. Long hours of overtime were spent preparing lessons, marking papers and taking charge of extra-curricular activities.
5. Other occupations, many of which required less training than teaching, were commanding higher wages.
6. Teaching restricted the social privileges of young men.
7. Many parents did not cooperate with teachers; some parents were troublesome.
8. There were many difficulties encountered in classroom teaching.

While the above disadvantages were annoying and frustrating, the conditions which caused most young men to quit the profession were:

1. Low salaries.
2. The low prestige of the teaching profession.

CHAPTER VI

THE MARRIED FEMALE WHO QUILTS TEACHING

The married females in this sample are ex-teachers who taught after their marriage or who quit teaching to take an occupation other than housewife. Twenty-one of the sample reported on rural schools which they left and forty-five reported on graded schools. Results of this study indicate that there were more married women than men or single girls teaching in rural schools. The explanation for this fact is probably that the married women wanted to teach near their homes, and the rural school was the only one nearby.

THE SCHOOL PLANT

The schools that the married women left were much more poorly equipped than the schools which males and single females left. Table XXXVII shows the dearth of equipment in the schools which may have had some influence in making the married females take another job, or in making them decide that their families needed them at home. A few of the women made complaints such as the following:

"I would have liked a janitor to tend to the heating and cleaning of the school."

"There was no playground equipment for the children."

"The school was old and draughty. There was little space for blackboards and there were no cupboards."

"There was nothing but draughts and drifts."

"I would never again walk a mile and build fires in a rural school."

Thirteen percent of the married women wanted better classrooms and facilities before they would return to teaching.

TABLE XXXVII

EQUIPMENT LACKING IN THE SCHOOLS WHERE SIXTY-SIX
MARRIED WOMEN QUIT TEACHING

Items	Number	Percent
Electricity	26	39.39
Telephone	39	59.09
Central heating	24	36.36
Indoor toilets	40	60.61
Private staff rooms	48	72.72
Lunch room	58	87.88
General staff room	45	68.18
Showers	66	100.00
Principal's office	39	59.09
Library	51	77.27
Laboratory	51	77.27
Gymnasium	56	84.85
Shop	53	80.30
Home Economics room	53	80.30
Auditorium	57	86.36
Piano	17	25.76
Radio	25	37.88
Mechanical duplicator	44	66.67
Movie projector	35	53.03
Film slide projector	53	80.30
Record player	38	57.58
Tape recorder	59	89.39
Secretarial assistance	60	91.91
Typewriter	46	69.70

HOME ACCOMMODATION FOR MARRIED WOMEN

Living accommodation for many of the married women was no problem because they owned a permanent home in the community. However, for others, living accommodation presented an acute problem. Table XXXVIII shows that the living accommodation available to teachers was quite inadequate.

TABLE XXXVIII

DEFICIENCIES IN LIVING ACCOMMODATION AVAILABLE TO TEACHERS IN SIXTY-SIX COMMUNITIES WHERE MARRIED WOMEN QUIT TEACHING

Items of Accommodation	Not Available	
	Number	Percent
1. House	29	43.94
2. Suite	51	77.27
3. Adequate space	36	54.55
4. Adequate insulation	43	65.15
5. Adequate storage space	47	71.21
6. Electricity	34	51.52
7. Running water	45	68.18
8. Three piece bathroom	48	72.72
9. Regular delivery of groceries	48	72.72
10. Telephone nearby	29	43.94
11. Garage	52	78.79
12. Garden	51	77.27
13. Good room and board	34	51.52

Many of the married women complained of the lack of facilities. Some comments are quoted below:

"No accommodation whatever."

"I was up a mud side-road, surrounded by a slough and a mile from the nearest neighbor."

"Water was hauled by the barrel - expensive and unsanitary."

"No accommodation available."

"I was living at home while I taught."

"There was no room available - a poor teacherage."

"We have a new home of our own."

"I would have liked to have been able to rent a room at a reasonable rate."

"Teaching and living in cold quarters gave me an attack of rheumatic fever."

Of forty-five married women who would return to teaching, seven required improved living conditions. It was one of the three most important requirements of the ex-teachers.

CULTURAL OPPORTUNITIES AVAILABLE TO MARRIED WOMEN

The cultural activities in the communities where the married women taught were limited. Less than twenty percent of the communities had choral groups, lodges and handicraft clubs. In eighty percent of the communities there was no opportunity to participate in music or dramatics. Two-thirds of the communities lacked church clubs; three out of five lacked libraries. Half of the married women felt that there was a lack of friends with common interests. Table XXXIX shows what cultural opportunities were not available in the sixty-six communities.

TABLE XXXIX

LACK OF CULTURAL OPPORTUNITIES AVAILABLE IN THE SIXTY-SIX
COMMUNITIES WHERE MARRIED WOMEN QUIT TEACHING

Cultural Opportunity	Not Available	
	Number	Percent
1. Appropriate church	25	37.88
2. Appropriate church club	45	68.18
3. Choral group	53	80.30
4. Lending library	39	59.09
5. Appropriate lodge	53	80.30
6. Service clubs	52	78.79
7. Drama group	53	80.30
8. Orchestra group	56	84.85
9. Hobbies or handicraft clubs	54	81.82
10. Friends with common cultural interests	33	50.00

Not many comments were made about the lack of cultural opportunities and not one woman required them to be improved before she would return to teach. Some comments follow:

"No cultural opportunities available at all."

"Most of the people did not speak English."

"I missed women friends that I could talk to. I found that if I did not talk about chickens, turkeys, pigs, cows, sick babies and pregnant mothers, I had no women to talk to."

"The people were friendly if nosey, and had no idea of the trials and frustrations I experienced."

PROFESSIONAL TRAINING OF THE MARRIED FEMALES

Only three of the sample of married women had university degrees. Table XL shows the professional training of the

sixty-six women in the sample, and the average number of years they taught.

TABLE XL

A COMPARISON OF YEARS OF TEACHER TRAINING WITH THE LENGTH OF TEACHING SERVICE FOR SIXTY-SIX MARRIED WOMEN

Teacher Training	Number	Percent	Average Service In Years
One year	48	72.73	6.94
Two years	14	21.21	11.86
Three years	1	1.52	10.00
Four years	3	4.55	5.67
Totals	66	100.01	7.97

The above table shows that seventy-three percent of the married women had only one year of training; twenty-one percent had two years of training. The teachers with two years of training taught an average of 4.92 years longer than teachers with one year of training. There were not enough ex-teachers with three and four years' training in the sample to make any conclusions about their length of teaching service.

MARRIED WOMEN TEACHERS PUT IN MANY OVERTIME HOURS AT TEACHING

Table XLI shows that on the whole the enrolments in the classrooms where the married women quit teaching were large.

TABLE XLI

ENROLMENT IN THE CLASSROOMS WHERE FIFTY-NINE
MARRIED WOMEN QUIT TEACHING

Enrolment			Number	of Grades	
			Ungraded	Single Grade	Two or More
5 up to 10	1	1.69	1		
10 up to 15	4	6.78	4		
15 up to 20	4	6.78	4		
20 up to 25	9	15.25	4	1	4
25 up to 30	11	18.64	3	2	6
30 up to 35	11	18.64	1	4	6
35 up to 40	15	25.42		5	10
40 up to 45	4	6.78		2	2
Totals	59	99.98	17	14	28

Three-quarters of the married women had dependents at home, but Table XLII shows that in spite of this, they spent many hours of overtime each day working at their teaching job.

TABLE XLII

AVERAGE HOURS OF OVERTIME PER DAY WORKED
BY SIXTY-SIX MARRIED FEMALE EX-TEACHERS

Overtime Hours	Number	Percent
1 up to 2	7	10.61
2 up to 3	21	31.82
3 up to 4	11	16.67
4 up to 5	16	24.24
5 up to 6	4	6.06
6 up to 7	1	1.52
7 up to 8	3	4.56
8 up to 9	2	3.03
9 up to 10	1	1.52
Totals	66	100.03

The married women worked an average of 3.53 hours overtime each day, which was only slightly less than the average overtime of the single girls. It would seem that the married

women did not shirk their teaching job because of family duties. Several married women said they quit because it was impossible to do justice to two jobs at the same time. Some of the comments follow:

"I wanted a job with specific hours. Teaching seemed to last day and night."

"Each night as I went to bed after many hours of school work, I felt as though I wasn't nearly finished and should be doing more."

"I was raising a family and teaching. A person cannot do justice to both jobs at the same time."

"I would not want more than twenty pupils in a classroom."

"Before I would return to teaching, the enrolment per classroom would have to be lighter."

PRESENT OCCUPATION OF MARRIED WOMEN EX-TEACHERS

Nearly seventy-three percent of the married women who left teaching returned to household duties. The present occupations of the rest of the sample is also shown in Table XLIII. Only about fifteen percent of the married women quit teaching for some other occupation outside of the home.

TABLE XLIII
PRESENT OCCUPATIONS OF SIXTY-SIX MARRIED
FEMALE EX-TEACHERS

Occupation	Number	Percent
Clerk	3	4.56
Housewife	48	72.72
Journalist	1	1.52
Librarian	1	1.52
Missionary	1	1.52
Secretary	3	4.56
Telephone Operator	1	1.52
Unemployed	4	6.06
No occupation reported	4	6.06
Totals	66	100.04

THE ECONOMIC FACTOR

A study of Table XLIV discloses that only a few married women teachers were dissatisfied with the salaries in teaching. Two-thirds of the sample reported no dissatisfaction, and among the remaining third, there was little agreement on the sources of dissatisfaction. It is likely that with one bread-winner in the family the economic factor is not too important to most of the married women. However, some pertinent comments were made which are quoted below:

"The expense of using my own car and the extra clothes required was almost more than the pay."

"Both my husband and I had to pay income tax. Additional expenses for extra clothes and groceries did not make teaching worthwhile."

"I had to pay so much for a baby sitter for my three children that there was not enough left to make it worthwhile to leave the children."

TABLE XLIV

DISSATISFACTION WITH ECONOMIC FACTORS IN TEACHING
REPORTED BY SIXTY-SIX MARRIED FEMALE EX-TEACHERS

Source of Dissatisfaction	Teachers	Dissatisfied
	Number	Percent
1. Teaching did not pay as much as present occupation	1	1.52
2. Anticipated salaries were lower in teaching than in present occupation	1	1.52
3. Teaching lacks opportunity for promotion	7	10.61
4. Teaching lacks security of tenure	2	3.03
5. Lack of stable pension plan	2	3.03
6. Low salaries made it impossible to attend summer school	5	7.58
7. Friends with less education and no training made more money	7	10.61
8. It costs too much to get qualifications to earn higher salaries	12	18.18
9. It was necessary to get a job during summer holidays	nil	nil
10. During the last decade teaching has become more difficult	8	12.12
No dissatisfaction reported	44	66.67

TABLE XLV

ADVERSE SOCIAL CONDITIONS IN TEACHING REPORTED
BY SIXTY-SIX MARRIED FEMALE EX-TEACHERS

Adverse Social Conditions	Number	Percent
1. Restricted social privileges for teachers	13	19.70
2. Poor living accommodation for teachers	16	24.24
3. Disliked association with other teachers	1	1.52
4. Distaste for life in small towns	3	4.56
5. Distaste for rural life	7	10.61
6. Teachers are expected to do too much in the way of community activities	10	15.15
7. People think teachers are prudish	7	10.61
8. Teachers lack normal opportunities to meet the opposite sex	4	6.06
9. Teaching spoils the personality	7	10.61
10. Would not want my child to be a teacher	9	13.64
11. Teachers are commonly used as "scapegoats."	5	7.58
12. Low entrance requirements cause teaching to lack prestige	9	13.64
13. Teachers were expected to do janitor work	9	13.64
14. Experienced no social difficulties	23	34.85

ADVERSE SOCIAL CONDITIONS FOR MARRIED FEMALES

About sixty-five percent of the sample of married women ex-teachers experienced social difficulties while teaching. The most common trouble seemed to be difficulty in having

a successful social life with the type of living accommodation provided for teachers. Next in importance was the fact that the married women felt that their social life was restricted because they were teachers. They also thought that teachers are expected to do too much in the way of community activities. Some of the comments written on the questionnaires were illuminating:

"Teachers are not allowed to live a normal life. They are expected to be perfect."

"There is very little social life in a small town."

"I have two daughters who thoroughly enjoy teaching. I am proud of their success."

"I wouldn't want my daughter to be a teacher because it's such an exhausting occupation under the present set-up."

"In one rural school I was expected to do the janitor work and to assist my landlady as well."

"The general public opinion of a teacher has to be raised."

"Teachers should be accepted more in a social way instead of the community trying to find jobs for them to do."

"Educate the public to the fact that teachers are human beings with good and bad points like anybody else."

SOME PARENTS GAVE TEACHERS DIFFICULTY

Eighty percent of the sample of married women had one or more faults to find with the parents of the children they taught. Forty-five percent of the ex-teachers thought that the parents blamed the teacher when the pupil failed, and that parents acted on tales brought home by children without first checking on the veracity of the reports. Thirty-five percent of the teachers were annoyed by parents who send their children to school before the youngsters are ready for school. In

Table XLVI other annoying characteristics of parents are summarized.

TABLE XLVI

THE MOST ANNOYING CHARACTERISTICS OF PARENTS REPORTED
BY SIXTY-SIX MARRIED FEMALE EX-TEACHERS

Annoying Characteristics	Teachers Reporting Characteristics	
	Number	Percent
1. Send beginners to school before they are ready	23	34.85
2. Show no interest whatever in the school	16	24.24
3. Enjoy privileges which they are not willing to allow teachers to enjoy	18	27.28
4. Act on information brought home by children without verifying the tales	30	45.45
5. Do not invite teachers to their homes	10	15.15
6. Do not consult teachers about children	18	27.28
7. Blame the teacher when the pupil fails	30	45.45
8. Complain to others before consulting teacher	14	21.21
9. Do not insist that children attend regularly	18	27.28
10. Do not supply children with necessary books, etc.	9	13.64
11. No fault to find with parents	20	30.30

Many of the teachers wrote comments on the questionnaire about their experiences with parents. Some of these follow:

"Parents believe a teacher should be perfect in all respects."

"Difficulties with youngsters at school are caused by parents' ignorance of the situation in too many cases."

"Some parents cannot handle children at home but expect the teachers to."

"Parents do not try to interest children in reading. Children read nothing but comics at home."

"Some parents seem to delight in 'causing trouble' for the teacher."

"Parents fail to cooperate with teacher regarding homework and extra-curricular activities."

"I found parents putting their own pride before the child's welfare in promotions."

"I had no trouble with parents."

"Parents leave far too much of the discipline to the teacher."

"Everybody seems qualified to criticize the teacher."

About ten percent of the married women thought that one of the things that should be done to keep good teachers in the classroom would be to improve parent-teacher relations.

DIFFICULTY WITH SUPERINTENDENTS

Most of the ex-teachers in this sample had no fault to find with the superintendents. Table XLVII shows that the most serious criticism was that the superintendents did not give beginning teachers enough help.

TABLE XLVII

FAULTS OF SUPERINTENDENTS AS REPORTED BY SIXTY-SIX MARRIED FEMALE EX-TEACHERS

Faults of Superintendents	Teachers who Reported Fault	
	Number	Percent
1. Do not give beginning teachers enough help	11	16.67
2. Just criticize. Do not show a teacher what to do and how to do it	8	12.12
3. Misrepresent conditions in undesirable schools	8	12.12
4. Make promises they cannot fulfill	9	13.64
5. Attempt to keep teachers' salaries down so school board can stay within budget	2	3.03
6. Require teachers to carry out directions which are unpopular	4	6.06
7. No fault to find	36	54.54

About fourteen percent of the teachers thought superintendents were inclined to make promises which they could not fulfil. There were as many favorable comments about superintendents as there were unfavorable ones. Some of these comments follow:

"Superintendents do not have the time necessary to study and know their teachers in order to assist them profitably."

"I can't remember a time when the superintendent didn't give me help when I wanted it."

"A good sport who pats you on the back without really knowing what is going on in the classroom."

"There seem to be no two superintendents with the same standards or ideas about what makes a good teacher."

"I have always admired and respected all my superintendents."

"Superintendents do not always give honest appraisals, thus leaving poor teachers in the classrooms. No doubt this is partly due to the teacher shortage."

"They sometimes move teachers around in their own division as if they were playing checkers, with no regard to feelings of teachers."

"I had an excellent superintendent."

"Superintendents sometimes talk about former teachers to other teachers."

"I found the superintendents very helpful."

TEACHING REQUIRES GOOD HEALTH

Three of the married women had to quit teaching because of poor health. Six of them claimed that teaching was responsible for their poor health. Seven of the sample thought that it was difficult for teachers to maintain good mental health. Twenty-one percent of the married women claimed that the noisy environment made them excessively tired by the end of the day. Nearly

one-third of the teachers complained that there was not one minute to relax during the whole school day. Fifty-six percent of the married women did not find teaching hard on the health. Four teachers made comments about teaching being hard on the nerves.

PEDAGOGICAL DIFFICULTIES

Nearly sixty-four percent of the married women reported pedagogical difficulties, but there were only three common troubles reported. These were in order of the number of times reported.

1. Lack of reference materials.
2. Having to be on duty during lunch hour.
3. The vagueness of the course of study.

Table XLVIII lists the difficulties reported by the teachers.

TABLE XLVIII

PEDAGOGICAL DIFFICULTIES ENCOUNTERED BY
SIXTY-SIX MARRIED FEMALE TEACHERS

Difficulty	Teachers Having Difficulty	
	Number	Percent
1. Did not like working with children	1	1.52
2. Could not teach effectively in the presence of principal or superintendent	7	10.61
3. Personality not suited to teaching	3	4.56
4. Unable to handle disciplinary problems	8	12.12
5. Too much clerical work	4	6.06
6. Disliked being on duty during lunch hour	18	27.28
7. Principals were autocratic	1	1.52
8. Courses of study were too vague	15	22.73
9. Professional training was inadequate	8	12.12
10. Did not get a choice of subjects or grades	7	10.61
11. Teaching did not satisfy the ego	1	1.52
12. Pupils were unappreciative	10	15.15
13. Was disliked by the pupils	nil	nil
14. Too much material in the curriculum for the time allotted	10	15.15
15. Teachers are not allowed to make their own curriculum	5	7.58
16. No references were available for much of the material in the curriculum	29	43.94
17. No pedagogical difficulties	24	36.36

Many teachers wrote supplementary remarks about pedagogical difficulties. Some of these are quoted below:

"There is never enough equipment or reference books."

"Not enough readers or free-reading books."

"There is not enough time to spend on the more brilliant pupils who could make the best contributions to society if they were properly directed."

"In a school with grades one to nine it is impossible to do all of the work well."

"I felt ashamed that I had to feed the Americanized pup that passes for a course of study in Alberta."

"My conscience would not let me pass children who were lacking in yhr three R's."

"Overcrowded classrooms made teaching difficult."

"There is a lack of authorized text books."

"Not enough records are kept of enterprises covered and of subject matter taught."

WOULD THE MARRIED WOMEN TEACH AGAIN?

The married women were asked what conditions would have to be changed before they would consider returning to the profession. Eleven of them reported that they would not return to the profession and ten of them reported that they would return to teaching with conditions as they are. Forty-five of the married women wanted certain conditions to be changed before they would consider teaching again. These conditions are summarized in Table XLIX. A study of this table shows that the changes requested by the married women are somewhat different from those requested by the single females and single males.

TABLE XLIX

CONDITIONS WHICH WOULD HAVE TO BE CHANGED BEFORE
FORTY-FIVE MARRIED WOMEN WOULD CONSIDER TEACHING AGAIN

Conditions Required	Teachers Requesting Changes	
	Number	Percent
1. My family would have to be school age	7	15.56
2. Improved living conditions for teachers	7	15.56
3. Personal qualifications would have to be raised	7	15.56
4. If it would be necessary for me to make the living	6	13.33
5. Better classrooms and facilities	6	13.33
6. Competent help in the home	6	13.33
7. Higher qualifications for teachers	4	8.89
8. Smaller enrolments and fewer grades	4	8.89
9. Higher salaries	4	8.89
10. Centralized schools	4	8.89
11. Improve the curriculum	3	6.67
12. Would teach only in a rural school	2	4.44
13. Better health	2	4.44
14. A change of grades to teach	2	4.44
15. Better cooperation from parents	1	2.22
16. Hire married women teachers in cities	1	2.22
17. Pay mileage for use of car	1	2.22
18. Better discipline in pupils' homes	1	2.22
19. A school close to my home	1	2.22
20. Teachers' prestige would have to be higher	1	2.22
21. Relieve necessity of doing school work outside of school hours	1	2.22
22. Improve the pension plan	1	2.22

Only nine percent of the married women would require higher salaries. Of most importance to married women were family obligations. Improved living conditions for teachers and better classrooms and facilities were also important. Many of the teachers wanted to raise their personal qualifications before they returned to teaching. The comments quoted below serve to illustrate the feelings of many of the married women.

"I wouldn't want to take any work home with me. That time should belong to my family."

"All I would need is a capable, trustworthy baby-sitter."

"I would like to be able to take a correspondence course to make my certificate permanent."

"I would want a good teacherage and a dependable person to take care of our children."

"When my own children are in school I will return to teaching permanently."

"I would like to have more training, but I would return to a rural school."

"Married women would have to have the same status as single women in the city."

"I would teach again only if it became necessary for me to make the living for the family."

"I would want well-equipped central schools with good housing, and I would want an adequate salary."

WHAT SHOULD BE DONE TO KEEP GOOD TEACHERS IN THE CLASSROOMS?

The answers to the above question given by fifty-eight of the married women ex-teachers appear in Table L. The married women appear to be inconsistent in this table. While only nine percent of them required higher salaries to return to teaching, more than thirty-four percent thought higher salaries should be paid in order to keep good teachers in the classrooms. However, in Table L, the married women were speaking for all teachers and in Table XLIX they answered for themselves only.

The married women stated that teachers on the whole should have higher salaries, better qualifications, more prestige and better living and working conditions. This list of requirements corresponds very closely to what the single females and males thought was required to keep good teachers.

The following quotations serve to illustrate what many of the married women expressed:

"The salaries and prestige of the job should be improved so as to attract more young men who will teach permanently."

TABLE I

WHAT SHOULD BE DONE TO KEEP GOOD TEACHERS IN THE CLASSROOMS
ACCORDING TO FIFTY-EIGHT MARRIED FEMALE EX-TEACHERS

Things Ex-Teachers Thought Should Be Done		
	Number	Percent
1. Pay higher salaries	20	34.48
2. Raise the requirements for certificates	14	24.14
3. Provide better living conditions for teachers	10	17.24
4. Improve classrooms and equipment	10	17.24
5. Improve the prestige of the profession	8	13.79
6. Improve parent-teacher relations	6	10.34
7. A program to inform parents about schools, methods, and teachers	6	10.34
8. Limit the enrolments	5	8.62
9. Centralized schools	5	8.62
10. Screen teacher candidates	4	6.90
11. Teachers must encourage high school students to become teachers	4	6.90
12. Improve the curriculum	3	5.17
13. Better discipline in the homes	3	5.17
14. Hire married women to teach in cities	2	3.45
15. More practice teaching during training	2	3.45
16. Abolish the six-week course	2	3.45
17. Attract young men to the profession	2	3.45
18. More humane treatment of teachers	2	3.45
19. Less extra-curricular activities	2	3.45
20. Community should accept teachers socially	2	3.45
21. Teachers should be allowed to punish children	1	1.72
22. Remuneration for extra-curricular activities	1	1.72
23. Texts which cover the materials in the course	1	1.72
24. Poor teachers should be encouraged to leave the profession	1	1.72
25. More careful choice of superintendents	1	1.72
26. More help from the superintendents	1	1.72
27. Some way to pay better teachers more	1	1.72
28. A system of apprenticeship	1	1.72
29. Have capable principals in all schools	1	1.72
30. Definite requirements for pupil promotion	1	1.72
31. Allow teachers to teach in their home towns	1	1.72
32. Pay travelling expenses of teachers	1	1.72
33. Teachers should be made government paid civil servants	1	1.72
34. Help at reasonable wages for teaching mothers	1	1.72
35. Bursaries for capable students	1	1.72

"Encourage better qualifications by paying higher salaries for the teachers with university training."

"There should be large, comfortable teacherages for married teachers with families."

"Give the teachers more training so they will be able to cope with pupil discipline."

"Parents should be trained to cooperate with teachers. Teachers should be allowed to punish the children."

"Enrolments must never be allowed to go over thirty-five."

"Hold on to the real teachers who have professional training and outlook by doubling their salary and scrap all dissatisfied time-servers such as myself."

"Raise the salaries! You do far more work for less money in teaching than in any other job. If I had it to do over again, I would never go into teaching."

"Train the public to respect teachers and regard them highly and also train the teachers sufficiently to make them worthy of that respect."

"Put teaching on a professional basis and teachers will be proud of their profession instead of hating to admit they are teachers. The six-week course will never accomplish this."

"More men will have to be attracted to teaching."

"Teachers should stop belittling their profession."

The above quotations are typical of the fifty-eight answers given by the married women and they leave no doubt about what they think should be done to keep the schools staffed with good teachers.

SUMMARY

The results of this investigation indicate that the most common reason for married women quitting the profession is the pressure of family obligations. Many have quit only until their family reaches school age. Others would return to teaching immediately if they could get competent help in their homes. The lack of adequate living accommodation in many areas is a very important reason for married females leaving the classrooms. Of equal importance is the fact that many married women feel that their professional training is inadequate, and that they should return to summer school to make their certificates permanent.

The economic factor is not a very important one when married women decide to quit teaching.

CHAPTER VII

MARRIED MEN WHO QUIT TEACHING

SCHOOLS WHERE THE MARRIED MEN LAST TAUGHT

Only eleven of the schools which the married men left were rural. Since the great majority were city, town or village schools it was surprising to find that they were, on the whole, so poorly equipped. Table LI shows the many necessary items of equipment which were lacking and the number of schools which lacked the equipment.

TABLE LI

LACK OF EQUIPMENT IN NINETY-FOUR SCHOOLS WHERE MARRIED MALES QUIT THE TEACHING PROFESSION

Items of Equipment	Schools That Lacked The Equipment	
	Number	Percent
1. Tape Recorder	81	86.17
2. Secretarial assistance	80	85.11
3. Showers	78	82.98
4. Lunch room	76	80.85
5. Gymnasium	70	74.47
6. Auditorium	69	73.40
7. General staff room	62	65.96
8. Private rest rooms for staff	62	65.96
9. Film slide projector	61	64.89
10. Home Economics room	60	63.83
11. Shop	59	62.77
12. Library	51	54.26
13. Laboratory	50	53.19
14. Telephone	43	45.74
15. Mechanical duplicator	41	43.62
16. Typewriter	40	42.55
17. Record player	39	41.49
18. Principal's office	37	39.36
19. Movie projector	35	37.23
20. Indoor toilets	34	36.17
21. Radio	29	30.85
22. Central heating	24	25.53
23. Electricity	19	20.21
24. Piano	14	14.89

Though the lack of equipment may have annoyed the teachers, it was not an important reason for leaving the profession. Only 3.57 percent of the married men required better classroom and facilities before they would return to teaching.

LACK OF LIVING ACCOMMODATION

Table LII shows a lack of living accommodation in ninety-four communities where married men quit the teaching profession.

TABLE LII

LACK OF LIVING ACCOMMODATION IN NINETY-FOUR COMMUNITIES WHERE MARRIED MEN QUIT TEACHING

Items of Accommodation	Item Not Available	
	Number	Percent
1. House	28	29.79
2. Suite	67	71.28
3. Adequate space	35	37.23
4. Adequate insulation	39	41.49
5. Adequate storage space	49	52.13
6. Electricity	28	29.79
7. Running water	54	57.45
8. Three piece bathroom	58	61.70
9. Regular delivery of groceries	50	53.19
10. Telephone nearby	32	34.04
11. Garage	53	56.38
12. Garden	41	43.62
13. Good room and board	50	53.19

What the men wanted most was a well insulated house with electricity, running water, and a three piece bathroom.

Thirty-six percent of them wanted a garage. There was considerable dissatisfaction reported over the lack of living accommodation and there probably would have been more except for the fact that seventeen of the men owned their homes. Many proudly reported that their homes were fully modern. Some of the grumbling about accommodation follows:

"Housing was very poor. Single teachers roomed at hotels and ate in restaurants."

"There was no sewage disposal."

"Desired drinking water without mice."

"The senior teacher had to board the junior teacher."

"I had to pay one-third of my salary for rent."

"I would rather own my home than be forced to live in what was supplied, but how many teachers can afford a modern home outside of the principal?"

"There were no sidewalks, drainage nor sanitary garbage disposal."

"Privies were very, very rural."

"The roads were bad."

"There was no natural gas."

Lack of accommodation was not a major reason for teachers leaving the profession. Only about seven percent of the teachers required better living conditions before they would return to teaching. One teacher probably summed up the way most of the men felt about it when he said:

"If the salaries were adequate we would soon supply our own living accommodation."

CULTURAL OPPORTUNITIES

Table LIII shows that the cultural opportunities in the ninety-four communities were meagre.

TABLE LIII

LACK OF CULTURAL OPPORTUNITIES IN THE NINETY-FOUR
COMMUNITIES OF TABLE

Cultural Opportunities Not Available		
	Number	Percent
1. Appropriate church	32	34.04
2. Appropriate church club	59	62.77
3. Choral group	58	61.70
4. Lending library	45	47.87
5. Appropriate lodge	64	68.72
6. Service Clubs	53	56.38
7. Drama group	66	70.21
8. Orchestra group	65	69.15
9. Hobbies or handicraft club	66	70.21
10. Friends with common cultural interests	38	40.43

Besides what was mentioned in the table, teachers expressed a desire for dance halls, theatres, gymnasiums, bowling alleys and curling rinks. Some expressed concern over the lack of cultural opportunities for a growing family. Some men claimed they were so busy that they had no time for cultural activities.

The lack of culture in the communities was felt by a majority

of the teachers, and while it may have been a contributing factor, no teacher said that it caused him to leave the profession.

TEACHING REQUIRED LONG HOURS

The married males had an average enrolment of 31.06 pupils. Thirty-nine percent of the men had enrolments between thirty-five and forty-five. Table LIV shows that the enrolment in most of the graded schools were heavy.

TABLE LIV

ENROLMENTS IN CLASSROOMS WHERE NINETY MARRIED
MALES QUIT THE TEACHING PROFESSION

Enrolment	Teachers With Enrolment		Number of Grades		
	Number	Percent	Ungraded	Single Grade	Two or More
10 up to 15	3	3.33	1		2
15 up to 20	3	3.33	2		1
20 up to 25	10	11.11	5		5
25 up to 30	13	14.44	1	1	11
30 up to 35	23	25.56	1	3	19
35 up to 40	21	23.33	1	3	17
40 up to 45	14	15.56		4	10
45 up to 50	2	2.22			2
50 up to 55	1	1.11			1
Totals	90	99.99	11	11	68

That the men had to work hard is indicated by Table LV. Some of the teachers worked between seven and eight hours of overtime each day.

TABLE LV

AVERAGE HOURS OF OVERTIME PER DAY WORKED
BY NINETY-TWO MARRIED MALE TEACHERS

Overtime Hours	No. of Teachers	Percent
1 up to 2	3	3.26
2 up to 3	22	23.91
3 up to 4	33	35.87
4 up to 5	16	17.39
5 up to 6	8	8.70
6 up to 7	7	7.61
7 up to 8	3	3.26
Totals	92	100.00

The average overtime worked by the sample of married men was 3.61 hours per day, which gave them an average work week of nearly fifty hours. Some of the men worked as much as sixty-five hours a week at teaching. Seventy percent of the men had extra-curricular activities to supervise.

Many of the men complained about the long hours and hard work. Some of the complaints follow:

"I had to spend too many hours to make a living. I took two lunches to school on Monday, Wednesday and Friday and worked from 8.00 a.m. until 11.00 p.m."

"Too many subjects and grades allowed only time to touch each class."

"There should be pay for extra-curricular activities."

"Terrific extra-curricular activities utterly cheesed me off."

"There should be smaller classes, less teaching hours and a choice of subjects."

"Teacher is overloaded by too many subjects and classes. A person should teach only about five periods per day."

"There is no more money or credit for the extra effort put into the job."

"No teacher should be called upon to teach more than half a day without a break. If after-four activities run consistently there should be salary adjustments."

Approximately nine percent of the men wanted adjustments in enrolments, number of subjects taught and extra-curricular activities before they would consider teaching again.

PROFESSIONAL TRAINING OF THE MARRIED MEN

Table LVI shows the degrees that the ex-teachers held and the average number of years that they taught.

TABLE LVI

THE YEARS OF TEACHING SERVICE OF THIRTY-NINE MARRIED MALE EX-TEACHERS WHO HELD UNIVERSITY DEGREES

Degree	Number Holding Degree	Average Service in Years
1. B. Ed.	20	7.70
2. B. Ed. M. Ed.	4	3.25
3. B. Sc.	4	9.63
4. B. A.	3	19.50
5. B. Sc. B. Ed.	2	6.75
6. B. A. B. Ed.	1	4.00
7. B. A. M. Ed.	1	20.00
8. M. A. M. Ed.	1	16.00
9. M. Sc.	1	5.50
10. B. Comm.	1	4.00
11. B. Comm. B. Ed.	1	3.00
Total	<u>39</u>	8.46

The married men in the sample represented a very big loss to the teaching profession. Over seventy-two percent of them had two or more years of teacher training. Over forty-one percent of them had one or two university degrees. If the sample were representative of the men leaving the profession the loss of male teachers is indeed serious. Table LVII shows the number of years of teacher training that the ex-teachers had and the average number of years that they taught.

TABLE LVII

A COMPARISON OF THE YEARS OF TEACHER TRAINING WITH THE LENGTH OF TEACHING SERVICE FOR NINETY-FOUR MARRIED MALES

Teacher Training	No. of Teachers	Percentage of Teachers	Average Service in Years
1 year	26	27.66	7.78
2 years	23	24.47	11.52
3 years	7	7.45	15.71
4 years	26	27.66	9.21
5 years	5	5.32	3.80
6 years	<u>7</u>	<u>7.45</u>	7.79
Totals	94	100.01	9.47

Married men who had two years of training taught, on the average, forty-eight percent longer than those with one year of training. There were only seven teachers with three years of training but they taught on the average over twice as long as the teachers with one year of training. It was a surprise to note that teachers with four years of training taught only 1.43 years longer than teachers with one year of training, and they actually

taught less than teachers with two or three years of training. Teachers with five years of training taught less than those with one year of training and teachers with six years of training taught the same length of time as teachers with one year of training. Teachers with degrees did not stay in the profession as long, on the average, as did teachers without degrees. The reason for this anomaly was obvious when it was found that eighty-three percent of the ex-teachers with degrees were either making more money at their present occupations or expected to make more. Ten percent of the ex-teachers with degrees quit because of poor health and two percent quit because they didn't like children. It could not be determined why the remaining five percent quit. It is apparent that there are better salaries outside the profession for teachers with degrees. The ex-teachers made some pertinent comments:

"I had reached the top at age thirty-six -- principal of a small-town high school."

"I do not approve of the ceiling placed on salary dependent on experience and academic qualifications only, rather than more emphasis on quality of work."

"There was practically no opportunity for further advancement in position or pay."

"In two years I would have been at the top of the schedule with no foreseeable advance from then on."

"Teaching salaries should be on a level commensurate with other occupations demanding the same training period."

"I hope to earn more in a different occupation which requires the same length of professional training."

"My qualifications that earned three thousand dollars per year teaching in 1952 earn eight thousand per year for me today and with less work."

PRESENT OCCUPATIONS OF THE EX-TEACHERS

There are not just a few occupations which are competing for the services of teachers. Table LVIII shows twenty-five different occupations chosen by ex-teachers.

TABLE LVIII

PRESENT OCCUPATIONS OF NINETY-FOUR MARRIED MALE EX-TEACHERS

Occupation	Number	Percent
1. Salesman	22	23.40
2. Civil Service	13	12.83
3. Business owners	11	11.70
4. Business managers	8	8.52
5. Farmers	7	7.45
6. University students	4	4.26
7. Accountants	3	3.19
8. Clerks	3.	3.19
9. Municipal secretaries	2	2.13
10. Lawyers	2	2.13
11. R.C.A.F.	2	2.13
12. Executive assistants	2	2.13
13. Director of Red Cross	1	1.06
14. Supervisor of mental hygiene	1	1.06
15. Coordinator of rehabilitation	1	1.06
16. Mortgage inspector	1	1.06
17. Building inspector	1	1.06
18. Recreation director	1	1.06
19. Assessor	1	1.06
20. Auditor	1	1.06
21. Electrical engineer	1	1.06
22. Mine supervisor	1	1.06
23. Broker	1	1.06
24. Battery operator	1	1.06
25. Plant pathologist	1	1.06
Totals	<u>94</u>	<u>99.97</u>

As was the case with the single males, the variety of occupations chosen by the married males suggests that they were fleeing from teaching. Eighty-one percent of the men were either making more money in their new occupations or expected to make more money.

THE ECONOMIC FACTOR CAUSED MOST DISSATISFACTION

Eighty-six percent of the sample of married males had fault to find with the economic factors in teaching. No other disadvantage in the teaching profession got so much attention from the men. Table LIX shows what caused the dissatisfaction.

TABLE LIX

DISSATISFACTION WITH ECONOMIC FACTORS IN TEACHING
REPORTED BY NINETY-FOUR MARRIED MALE EX-TEACHERS

Source of Dissatisfaction	Number of Teachers	
	Dissatisfied Percent	
1. The salary for teaching was less than that of my present occupation	45	47.87
2. Anticipated salaries were lower in teaching than in present occupation	41	43.62
3. Teaching lacks opportunity for promotion	40	42.55
4. Teaching lacks security of tenure	13	13.83
5. Lack of stable pension plan	13	13.83
6. Low salaries made it impossible to attend summer school	20	21.28
7. Friends with less education and no training made more money	33	35.11
8. It costs too much to get qualifications to earn higher salaries	33	35.11
9. It was necessary to get a job during summer holidays	23	24.47
10. During the last decade teaching has become more difficult	26	27.66
11. No dissatisfaction reported	13	13.83

Items one, two, three, seven and eight were the subjects of many comments some of which are quoted below:

"If teachers can earn more money in another field why refuse? Why have illiterates show them up with

better wages?"

"My cost of living and buying a house were greater than my income."

"I was doing several jobs such as janitor and book-keeper to improve my salary."

"The trouble is married women teachers who consider teaching a paying hobby."

"Lack of money and lack of opportunity in teaching resulted in a general disinterest."

"I had a large family to support and I had to start other business interests while teaching, in order to gain economic stability."

"We won't get the best brains and personalities in the classrooms until salaries are much higher."

"The investment required to command an adequate salary is far too great."

"Salaries are low in comparison with other occupations."

"My new occupation guaranteed more salary and shorter hours than I had after twenty years in teaching."

More than fifty percent of the married men required some adjustment of the economic factors in teaching before they would return to the profession.

ADVERSE SOCIAL CONDITIONS ASSOCIATED WITH TEACHING

Nearly seventy-seven percent of the married male ex-teachers were dissatisfied with one or more aspects of the social life of teachers. Table IX shows the adverse social conditions which the men complained about.

TABLE LX

ADVERSE SOCIAL CONDITIONS IN TEACHING REPORTED
BY NINETY-FOUR MARRIED MALE EX-TEACHERS

Adverse Social Conditions	Teachers Affected	
	Number	Percent
1. Restricted social privileges for teachers	28	29.79
2. Poor living accommodation for teachers	29	30.85
3. Disliked association with other teachers	3	3.19
4. Life in small towns	9	9.57
5. Life in rural areas	3	3.19
6. Teachers are expected to do too much in the way of community activities	25	26.59
7. The public thinks teachers are prudish	10	10.64
8. Teachers lack normal opportunities to meet the opposite sex	7	7.45
9. Teaching spoils the personality	16	17.02
10. Would not want my child to be a teacher	10	10.64
11. Teachers are commonly used as "scapegoats."	23	24.47
12. Low entrance requirements cause teaching to lack prestige	23	24.47
13. Teachers are expected to do janitor work	4	4.26
14. Reported no social difficulties	21	22.34

In addition to the complaints appearing in Table IX, several comments were made concerning the social life of teachers.

"The teacher is not accorded his proper place in society. We still think of him as the 'school marm.' Too often people think that a man enters teaching because he isn't fitted for anything else."

"I find a great deal more freedom of thought and action in my present position."

"The male teacher is slightly looked down upon by other male residents as doing a woman's job."

"The social life of a teacher costs more than his budget will allow."

"The general attitude held by parents and children was simply this-- a teacher was a teacher because he wasn't fit for any other type of work."

"People don't feel comfortable in the presence of teachers."

"The majority of people feel sorry for teachers because of low salaries."

"I do not like to be so much under the public eye."

"The social life of a teacher was quite adequate for me."

"I felt that other members of society looked down on teachers. I certainly feel that changing my profession has overcome this."

"I did enjoy teaching. The social life was highly satisfactory."

"Teaching lacks prestige."

"The conscientious teacher has no time for an adequate social life."

Many ex-teachers remarked about the lack of prestige in the profession. This would be a hindrance to the social life of a sensitive teacher. Teachers also think that the public expects them to be on their best behavior at all times. Nearly thirty percent of the ex-teachers felt that changing their occupation has improved their social life.

SOME PARENTS ARE HARD TO UNDERSTAND

About two-thirds of the men in the sample had some difficulty with the parents of the children they taught. Table LXI shows the nature of the difficulties.

TABLE LXI

THE MOST ANNOYING CHARACTERISTICS OF PARENTS REPORTED
BY NINETY-FOUR MARRIED MALE EX-TEACHERS

Annoying Characteristics	Teachers Reporting Characteristics	
	Number	Percent
1. Send beginners to school before they are ready	4	4.26
2. Shows no interest whatever in the school	29	30.85
3. Enjoy privileges which they are not willing to allow teachers to enjoy	29	30.85
4. Act on information brought home by children without verifying the tales	34	36.17
5. Do not invite teachers to their homes	9	9.57
6. Do not consult teachers about children	27	28.72
7. Blame the teacher when the pupil fails	31	32.98
8. Complain to others before consulting teacher	19	20.21
9. Do not insist that children attend regularly	27	28.72
10. Do not supply children with necessary books and supplies	6	6.38
11. No fault to find with parents	32	34.04

Besides checking the difficulties in the table, the

ex-teachers listed others. The most common complaints found written on the questionnaires were that the parents did not teach their children discipline at home and that the parents did not teach the children respect for the teachers. Some of the complaints are quoted below:

"Parents do not teach their children good manners."

"Troubles with parents pertain to a minority group but are very annoying."

"Parents are unwilling to allow others to discipline their children."

"Some parents can make it very miserable for a teacher by talking against him at home"

"Parents expect the school to provide the guidance and discipline lacking in the home."

"I liked the parents. I'm a parent myself."

"I did not feel that it was necessary to take the abuse some parents felt they had the privilege of handing out to teachers."

"Parents do not show enough interest in their home and school group."

"Too many parents neglect supervision of children after school and permit them to stay on the streets late at night. They leave all the discipline to the teacher."

"Every district has its poor quality parents and teachers should expect difficulty."

"Parents are overcritical of teachers' efforts."

"I found that more parents required education than did children."

Although the attitude of some parents was annoying, it was not the reason why many men left the profession. Only three men required better treatment of teachers by the community before they would consider returning to the profession. Six men thought it would help to keep good teachers in the schools if parents

would cooperate with the teachers.

FEW EX-TEACHERS BLAME THE SUPERINTENDENT

The married males found more fault with the superintendents than did any of the other ex-teachers. Nearly sixty-three percent of the married men complained about the superintendents. The nature of the complaints appear in Table LXII.

TABLE LXII

FAULTS OF SUPERINTENDENTS REPORTED BY NINETY-FOUR MARRIED MALE EX-TEACHERS

Faults of Superintendents	Number	Percent
1. Do not give beginning teachers enough help	17	18.08
2. Just criticize. Do not show a teacher what to do and how to do it	18	19.15
3. Misrepresent conditions in undesirable schools	11	11.70
4. Make promises they cannot fulfill	13	13.83
5. Attempt to keep teachers salaries down so school board can stay within budget	20	21.28
6. Require teachers to carry out directives which are unpopular	13	13.83
7. No fault to find	35	37.23

Most serious complaint was that the superintendents used their influence with the school boards to keep teachers' salaries down. Many ex-teachers felt that most of the superintendents were doing their best in spite of the fact that they were very much over-worked. There were as many favorable

comments about superintendents as there were disparaging remarks. A few sample remarks follow:

"I wanted help, not ratings."

"Superintendents were helpful and fair and always encouraging."

"Superintendents should confine their activities to the teaching phase of school operation. School managers trained for the job should look after administration."

"Superintendents have a tough job and the majority of them are doing it well."

"Superintendents should not make surprise visits. They should notify teachers two weeks in advance of their visit."

"A general incompetence is exhibited by superintendents."

"I believe most superintendents are overworked and underpaid."

"Some superintendents show favoritism."

"Superintendents cannot give an adequate report in one visit of from one-half hour to an hour."

"One superintendent gave undue, inconsiderate and humiliating criticism to a beginning teacher before the pupils."

"The superintendents did everything that the time at their disposal allowed them to do."

Four of the married males thought that it would help to keep good teachers in the schools if the quality of the superintendents were improved.

TEACHING WAS RESPONSIBLE FOR SOME POOR HEALTH

Nine of the married men had to quit teaching because of poor health and seven of these claimed that teaching was responsible for their poor health. Twenty percent of the sample found that there wasn't a minute to rest or relax during the entire teaching day. Fifteen percent of the ex-teachers thought that

it was difficult for teachers to maintain good mental health and a few found teaching a nerve-racking occupation. Four of the ex-teachers would return to the profession if their health improved.

COMMON PEDAGOGICAL DIFFICULTIES

About seventy-three percent of the men reported pedagogical difficulties. The difficulties are listed in Table LXIII.

TABLE LXIII

PEDAGOGICAL DIFFICULTIES ENCOUNTERED BY NINETY-FOUR MARRIED MALE TEACHERS

Difficulties	Teachers Having Difficulties	
	Number	Percent
1. Did not like working with children	2	2.13
2. Could not teach effectively in the presence of principal or superintendent	7	7.45
3. Personality was not suited to teaching	6	6.38
4. Was unable to handle disciplinary problems	6	6.38
5. Too much clerical work to do	9	9.57
6. Disliked being on duty during lunch hour	15	15.96
7. Principals were autocratic	4	4.26
8. Courses of study were too vague	35	37.23
9. Professional training was inadequate	10	10.64
10. Did not get a choice of subject or grades	21	22.34
11. Teaching did not satisfy the ego	4	4.26
12. Pupils were unappreciative	16	17.02
13. Was disliked by pupils	nil	nil
14. There was too much material in the curriculum for the time allotted	17	18.08
15. Teachers are not allowed to make their own curriculum	9	9.57
16. No references were available for much of the material in the curriculum	33	35.11
17. No pedagogical difficulties	25	26.59

Most of the complaints were about the vagueness of the courses of study and the lack of reference material. Besides the difficulties listed in the table many teachers had trouble with the following:

1. Pupils who have no interest nor aptitude for school, but are attending because their parents force them to.
2. Overcrowded classrooms and facilities.
3. Too many subjects and grades to teach.
4. A tendency towards progressive education in the curriculum.

A careful look at Table LXIV below shows that pedagogical difficulties are rather common reasons for teachers leaving the profession. Items 2, 10, 11, 15, 17, 18, 22, 24, 26, 32, and 34 are all in some way related to pedagogy. While each item does not concern many teachers, there was a total of twenty-six men who wanted one or more of the difficulties corrected before they would consider a return to teaching.

COULD THE MARRIED MEN BE INDUCED TO TEACH AGAIN?

The ex-teachers were asked to list the conditions in teaching which they would want changed before they would consider returning to the profession. Eighty-four of the married men said they would return under certain conditions and ten men would not return to teaching under any consideration. Table LXIV is a list of the changes required by the eighty-four ex-teachers. A study of the table shows that the demands can be grouped under general headings. For instance, items 1,7,8,19, 23,25,31,35 and 38 all are concerned with salary. When the demands in Table LXIV were grouped, it was found that the

TABLE LXIV

CHANGES REQUIRED BEFORE EIGHTY-FOUR MARRIED MALE
EX-TEACHERS WOULD CONSIDER TEACHING AGAIN

Changes Required	Teachers Requesting changes	
	Number	Percent
1. The salaries would have to be higher	35	41.67
2. The curriculum would have to be improved	8	9.52
3. More training and higher standards for teachers	7	8.33
4. Adequate modern living accommodation available	6	7.14
5. Teaching would have to become a profession with the prestige of other professions	8	9.52
6. Teaching would be a last resort	6	7.14
7. Salary increases would have to be based on effort and results other than training	6	7.14
8. The salaries would have to be higher for advanced training	5	5.95
9. The pension plan would have to be improved	5	5.95
10. Spare periods for teachers to prepare lessons and mark work	3	3.57
11. Less grades per room	3	3.57
12. Improve the classrooms and equipment	3	3.57
13. Improved health	4	4.76
14. Better treatment of teachers in community	3	3.57
15. Personal qualifications would have to be improved	2	2.38
16. Better methods of judging teachers' work	2	2.38
17. Better mannered pupils	2	2.38
18. Higher standards for pupils	2	2.38
19. Extra pay for extra-curricular activities	2	2.38
20. Entrance requirements for teaching would have to be raised	2	2.38
21. The cost of higher qualifications would have to be less	2	2.38
22. The enrolments would have to be smaller	2	2.38
23. Pay more for experience than training	1	1.19

24. Students who waste their time in school would have to be barred	1	1.19
25. Pay higher salaries to married males	1	1.19
26. Teachers to be allowed more complete control	1	1.19
27. A more equitable system of promotion for teachers	1	1.19
28. There would have to be more opportunity for promotion	1	1.19
29. A choice of subjects to teach	1	1.19
30. A job in a consolidated school	1	1.19
31. Less spread in the salary schedule	1	1.19
32. Less emphasis on pupil-centred schools	1	1.19
33. Better liaison among superintendents, university, and school boards	1	1.19
34. Different grades to teach	1	1.19
35. An opportunity to enter a large centre without a cut in salary	1	1.19
36. The public would have to show more interest in education	1	1.19
37. Departmental exam's throughout high school	1	1.19
38. Higher pay for administration	1	1.19
39. More security in the profession	1	1.19
40. Confidence in ability to do a good job	1	1.19
41. Social Credit government removed from office	1	1.19
42. Put backbone into teachers and teeth into the A. T. A.	1	1.19

teachers wanted the following:

1. Salary adjustments
2. Prestige
3. Curriculum changes
4. Less over-loading of teachers with high enrolments, too many grades and too many subjects.

TABLE LXV

WHAT EIGHTY-SEVEN MARRIED MALE EX-TEACHERS THINK SHOULD
BE DONE TO KEEP SCHOOLS SUPPLIED WITH GOOD TEACHERS

Things That Should Be Done	Teachers Recommending This action	
	Number	Percent
1. Improve teachers' salaries	58	66.67
2. Lengthen the training period and raise the standards for certification	23	26.44
3. Launch a definite program to make teaching a profession with the prestige of other profess- ions	17	19.54
4. Raise entrance requirements	9	10.34
5. Improve the pension plan	7	8.05
6. Improve parental cooperation in discipline	6	6.90
7. Improve the living accommodation supplied for teachers	6	6.90
8. Modify the curriculum	5	5.75
9. Take definite steps to make the public realize the importance of their teachers	13	14.94
10. Foster better parent-teacher relations	4	4.60
11. Improve the schools and equipment	4	4.60
12. Institute a provincial salary schedule	4	4.60
13. Abolish "progressive education"	3	3.45
14. Limit the teaching load	6	6.90
15. Put less restrictions on the private life of teachers	3	3.45
16. Improve the quality of super- intendents	4	4.60
17. Carefully screen teacher candidates	2	2.30
18. Improve the security of tenure	2	2.30
19. Encourage married women to teach	2	2.30
20. Give the A.T.A. control of certification requirements	2	2.30
21. Abolish the six-week course	2	2.30
22. Pay adequate bonuses for isolated schools	2	2.30
23. Raise the salaries of married males	2	2.30
24. Get a system to rate teachers objectively	2	2.30

25. Centralize the schools	2	2.30
26. Supervise teachers more closely	2	2.30
27. Provide teachers with bursaries or scholarships to attend summer school and university	3	3.45
28. Eliminate short term teachers	2	2.30
29. Provide Federal aid for education	2	2.30
30. Put less emphasis on attendance at summer school	2	2.30
31. Strengthen the A.T.A.	2	2.30
32. Pay more for experience regardless of degree	1	1.15
33. Make it possible for teachers to travel widely	1	1.15
34. Institute a system of sabbatical leave	1	1.15
35. Give extra pay for extra-curricular activities	1	1.15
36. Do not call short term trainees teachers	1	1.15
37. Parents must encourage children to study	1	1.15
38. Teachers should be able to take positions on large city staffs without a cut in pay	1	1.15
39. Experienced teachers should not have to take primary rooms to get onto city staffs	1	1.15
40. Pay more for qualifications and ability	1	1.15
41. Revise the system of promotion	1	1.15
42. Teaching certificates should be more permanent	1	1.15
43. Teachers should stop griping	1	1.15
44. Stop trying to make one-year teachers professional	1	1.15
45. Encourage grade twelve students to be teachers	1	1.15

WHAT SHOULD BE DONE TO KEEP GOOD TEACHERS IN THE CLASSROOMS?

The married males agreed with the females and the single males about what should be done to keep the classrooms staffed with good teachers. The consensus was that salaries would have to be improved and qualifications of teachers would have to be raised. Many ex-teachers thought that the higher salaries should go only for better qualifications, but there was no general agreement on that point.

The married men were also concerned about the prestige of the profession and felt that it must be improved if good teachers were to be retained. A study of Table LXIV shows that items three, four, nine, seventeen, twenty-one, twenty-eight and thirty-six all deal with prestige of teachers. It is interesting to note that prestige was far more important to the men than it was to the women. Nearly fifty-three percent of the men referred to prestige either directly or indirectly.

The many suggestions for retaining good teachers are listed in Table XLIV. All of them are sincere efforts to assist in a problem which has worried the people of Alberta for a long time. The ex-teachers should be in a good position to know why teachers leave the profession and to suggest methods of retaining teachers. Following is the way some of the married men expressed their views:

"Increase salaries to be on a par with other professions giving due consideration to training. Require at least three years of training."

"The one big answer is, of course, higher pay. Every other possible solution is advanced but no other will be successful."

"The salary schedule would have to be doubled before I could afford to return to teaching."

"Raise qualifications, standards and salaries so the teaching profession will be a vocation and not a stepping-stone."

"Teaching must be put on a professional basis."

"While stop-gap measures may be necessary to man the classrooms, it is essential to set up professional standards for teachers. Use another name for short term people but apply the word teachers only to those of recognized professional status and pay them accordingly."

"Teachers must have professional recognition or prestige."

"Start a program to educate the public about the real importance of their teachers."

"Raise the requirements for entrance into the profession."

"Improve the community's respect for teachers."

"Increase public awareness of the real worth of the teachers."

"Treat teachers the same as any other members of society."

"Raise the standards at the Faculty of Education so a person would be proud to enter. Pay according to university courses."

"The maximum salary restrictions should be removed."

"Raise the standards for teachers and adjust pay to compensate for the training."

The large majority of the ex-teachers thought that the salaries must be improved, that qualifications of teachers must be raised and that everything possible must be done to raise the prestige of the teaching profession.

SUMMARY

Considerations which were of some importance in causing married men to leave the teaching profession follow:

1. Public opinion places restrictions on the social life of teachers.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

The conclusions stated below are based on the questionnaires received from two hundred and twenty-one ex-teachers from the Province of Alberta. They all seemed to be genuinely interested in doing what they could to help to discover why teachers quit teaching. Many wrote long letters to supplement the information on the questionnaire and nearly every questionnaire had illuminating comments written upon it. Several of the ex-teachers expressed the wish that the resulting study would be used to help correct existing conditions in the teaching profession. Not one questionnaire was answered in a facetious way. The earnestness and frankness of most of the replies were gratifying.

CONCLUSIONS

From the majority of the complaints made by the total sample of ex-teachers the following aspects of teaching were found to be most annoying and frustrating:

1. Many schools were unattractive and poorly equipped.
2. Living accommodations were primitive in many of the school districts.
3. Most of the ex-teachers had been overloaded with extra-curricular activities and with either heavy enrolments or too many grades and subjects.
4. Friends with less education and no special training were making higher salaries than the teachers.
5. Most of the ex-teachers worked much longer than the popular forty hour week. Many worked up to sixty-five hours per week when they were in the teaching profession.
6. Teachers were generally expected to be on their best behavior at all times.

2. The courses of study were vague and there was a lack of reference books.
3. Teachers were overloaded with high enrolments, too many grades and too many subjects.
4. In many areas there was a lack of modern living accommodation.
5. Many of the parents did not cooperate with the teachers; some parents were troublesome.
6. Many of the communities lacked comfortable classrooms with modern equipment.

The main reasons why the married men quit teaching were:

1. The salary scales for teachers were unsatisfactory.
2. The prestige of the teaching profession was too low.

7. Parents were often uncooperative. Many condoned the behavior of their children whether or not the teacher approved.
8. Superintendents were often too busy to give the beginning teacher enough help. When hiring teachers, some superintendents tend to misrepresent conditions in undesirable schools.
9. Teaching was a nerve-racking ordeal for a few teachers and many reported that it was hard on the nerves.
10. The courses of study were not definite enough. There was a very general complaint about the lack of reference books.

While each item in the above list of disadvantages may have had a cumulative effect which drove many teachers out of the profession, the information on the questionnaires indicated these facts.

The majority of the males in the sample quit teaching because:

1. The salaries in teaching were too low.
2. The male teacher lacked prestige.

The major reasons given by single females for leaving the profession were:

1. Most schools had heavy enrolments. Where the enrolments were not heavy, there were too many grades and too many subjects.
2. Schools were uncomfortable and unattractive. They lacked modern equipment.
3. The living accommodation available to teachers in many school districts was primitive.

The married women quit teaching because:

1. Their families at home required their full time.
2. There were no large comfortable teacherages to be had at a reasonable rent.
3. They had no way of improving their qualifications without leaving their families to attend summer school.

RECOMMENDATIONS

All of the ex-teachers were asked to state what they thought should be done to keep the classrooms staffed with good teachers. A majority of males and females alike made these recommendations:

1. The salaries of teachers must be raised.
2. The minimum qualifications for teachers must be improved.

These recommendations appear over and over again on the questionnaires, and seemed to be by far the most important considerations. Various other suggestions were made in Tables XVII, XXXIV, L, and LXV. However, to state them here would serve only to detract from the primacy of the two principal recommendations.

Many specific recommendations were made regarding teachers' salaries. Most of the ex-teachers felt that salaries must be raised to the point where it would be profitable to take the time and effort to become well qualified. Teachers would have to be paid more than workers in occupations with lower educational requirements. Since the majority of men complained about the low salaries in teaching, some method must be found to pay them more. Some school districts pay a bonus to married male school teachers. This should be increased for married males with dependents.

Many young male teachers were dissatisfied because they had reached the maximum salary and there seemed to be no opportunity for advancement. Laddered schedules which pay for more years of experience and additional years of training would help. A few school boards pay an additional increment for twenty years service. This practice should become more

common.

The salaries for administrators of large schools must be much higher to provide an incentive for young men to stay in the profession.

The most common specific recommendation concerning teacher qualifications was the one which would require a minimum of two years of training before any kind of teaching certificate would be issued. Many ex-teachers wanted a minimum of four years of training to be a pre-requisite for a teaching certificate. Short-term and emergency teacher training programs should be eliminated as soon as possible if only because of their adverse effects on the prestige and the morale of the well-trained teachers. All candidates for the teaching profession should be called student teachers until they have completed at least two years of training.

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APPENDIX



ATTITUDES OF FORMER TEACHERS TOWARDS TEACHING

I. Identifying Data (Fill in Blanks):

Name Date

Sex..... Age..... Marital Status..... Number of children.....

Present Occupation..... How many years did you teach?yrs. How many years have you been away from teaching?yrs.

II. Last Teaching Position:

Number of rooms..... Grades taught..... Enrollment per classroom

Number of miles from doctor..... From hospital..... From phone..... From railway or bus

The School was supplied with the following:— (Use check mark)

.....Electricity	.....Principal's Office	.....Radio
.....Telephone	.....Library	.....Mechanical Duplicator
.....Central Heating	.....Laboratory	.....Movie Projector
.....Indoor Toilets	.....Gymnasium	.....Film Slide Projector
.....Private Rest Rooms for Staff	.....Shop	.....Record Player
.....Lunch Room	.....Home Economics Room	.....Tape Recorder
.....Staff Room	.....Auditorium	.....Secretarial Assistance
.....Showers	.....Piano	.....Typewriter

How many hours before nine and after four did you spend each day, on the average:

- (a) preparing lessons and tests?.....hours. (b) marking exercises and tests?hours.
- (c) coaching teams, guiding clubs, Sunday School, etc.?hours.

III. Home Accommodation available in the community: (Check the items available. Double-check those you would have desired had they been available.)

.....House or .....Suite	.....Electricity
.....Did the above have adequate number of rooms?	.....Running Water
.....Adequate insulation	.....Garden space
.....Adequate Storage Space	.....Garage space
.....Three-piece Bathroom	.....Telephone nearby
.....Regular delivery of Groceries	.....Was good room and board available?

Specify any other items desired but not available in the community.

IV. Cultural Opportunities in the Community. (Check those available. Double check those you would have desired had they been available.)

- | | |
|--|--|
|1. Church of your own denomination. |6. Service Clubs. |
|2. Church Club for your age group. |7. Little Theatre or Drama Club. |
|3. Choral Group or Glee Club. |8. Orchestral or music group. |
|4. Lending or reference Library. |9. Hobbies or handicraft clubs. |
|5. Lodge of your choice. |10. Friends with common cultural interests. |

Specify other cultural opportunities desired but not available.

V. Please list your qualifications below:

1. Educational (Answer by checking the blanks):

High School: Grade XI..... Grade XII.....

Years of University: 1..... 2..... 3..... 4..... 5..... 6..... 7.....

Degrees obtained: B.Ed..... B.A..... B.Sc..... M.Ed..... M.A..... M.Sc.....

Other special training (specify):

2. Professional Training and Certification. (Check below)

Letter of Authority..... Normal School..... Years of University Teacher Trainingyrs.

Kind of Certificate held: (Check)

	Interim	Permanent		Interim	Permanent
1. Jr. E. & I.	7. First Class	.....	.....
2. Sr. E. & I.	8. Second Class	.....	.....
3. Jr. High Sch. Cert.	9. Temporary License	.....	.....
4. Sr. High Sch. Cert.	10. Standard E. Cert.	.....	.....
5. E. & I. (Prior to '46)	11. Standard S. Cert.	.....	.....
6. War Emergency	12. Professional Cert.	.....	.....

VI. Reasons for entering the profession. (Check any of the following reasons that influenced you to become a teacher and double-check the most influential.)

.....(a) Teaching presented the opportunity of performing a worthwhile service for society.

.....(b) I like children

.....(c) My parents persuaded me.

.....(d) I was influenced by the good work of a former teacher.

.....(e) The entrance requirements were low.

.....(f) I was attracted by bursaries and low tuition costs.

.....(g) I felt well qualified by my interests, aptitudes and abilities.

.....(h) I was attracted by good initial salaries.

.....(i) It is easy for teachers to hold their jobs.

.....(j) I felt the teachers had a good pension fund.

.....(k) I looked forward to being called a teacher.

.....(l) I wished to earn money to prepare for another vocation.

.....(m) I wished to earn money before getting married.

.....(n) The long holidays attracted me.

.....(o) Teachers enjoy shorter hours than workers in other occupations.

.....(p) I desired a life devoted to study and culture.

.....(q) I thought teaching would give me an opportunity for leadership.

.....(r) I was afraid to try something unfamiliar.

.....(s) I was advised by a guidance officer or teachers.

.....(t) Teaching provided an opportunity to be associated with a professional group.

Other reasons (specify):

VII. Reasons for leaving the Profession: (Use check mark; double-check the most important reason.)

A. Economic:

.....(1) Better pay in present occupation.

-(2) Anticipate better pay in present position.
-(3) Lack of opportunities for promotion in teaching.
-(4) Lack of security of tenure in teaching.
-(5) Lack of stable pension plan for teachers
-(6) Low salaries made it impossible to save enough to go to Summer School to get my permanent certificate.
-(7) It costs too much to get the qualifications which would enable me to an increase in salary.
-(8) My friends with less education and no special training were making more than I.
-(9) It was necessary to get a job during the summer holidays.
-(10) During the last decade the hours and conditions in other occupations have improved while teaching has, if anything, become more difficult.

Other economic reasons (specify):

.....

B. Social (Use check mark; double-check the most important)

-(1) Greater social privileges in present occupation.
-(2) Poor quarters and living conditions provided for teachers.
-(3) I did not enjoy association with other teachers.
-(4) Distaste for life in small towns or villages.(5) Distaste for life in rural areas.
-(6) Too much is expected from teachers in the way of teaching Sunday School and participation in community activities.
-(7) Teachers are not invited to many social functions because others expect them to be prudish.
-(8) There is a lack of opportunity for normal association with the opposite sex.
-(9) Teaching was spoiling my personality.
-(10) I would not want a son or daughter of mine to be a teacher.
-(11) Teachers are commonly used as "scapegoats".
-(12) Teaching lacks prestige because the university entrance requirements are too low.
-(13) I was expected to do the janitor work.

Please make any other comment on the social life of teachers:

.....

C. Parents: (Use check mark; double-check most annoying characteristics.)

-(1) Send beginners to school before they are ready.
-(2) Show no interest whatever in what goes on at school.
-(3) Enjoy privileges which they are not willing to allow teachers to enjoy.
-(4) Believe tales brought home from school by their children and act on this information without verifying it.
-(5) Do not invite teachers to their homes.
-(6) Do not consult teachers about their children's progress.
-(7) Blame the teacher when the pupil fails.
-(8) Complain to principal, superintendent or board member before consulting the teacher.
-(9) Do not insist that their children attend school regularly.
-(10) Do not give children necessary texts and supplies.

Other distinguishing characteristics of parents: (Specify):

.....

D. Superintendents. (Use check mark)

-(1) Do not give the beginning teacher enough help.
-(2) Just criticize. They do not show a teacher what to do and how to do it.
-(3) Misrepresent teaching positions in order to get teachers in undesirable schools.
-(4) Make promises which they cannot fulfill.

.....(5) Attempt to keep teachers' salaries down so the school board can stay within its budget.

.....(6) Make directives which are unpopular and require teachers to carry them out.

Other distinguishing characteristics of superintendents:

E. Health:

.....(1) I had to quit teaching because of poor health.

.....(2) The noisy environment made me excessively tired at the end of the teaching day.

.....(3) There is not one minute to rest or relax during the school day.

.....(4) It is very hard for a teacher to maintain good mental health.

.....(5) Teaching was responsible for my poor health.

F. Pedagogy: (Use check mark)

.....(1) I do not like working with children.

.....(2) I could not teach effectively while the superintendent or principal was in the room.

.....(3) My personality was not suited to teaching.

.....(4) I felt unable to handle disciplinary problems adequately.

.....(5) I had to do too much clerical work.

.....(6) I disliked having to be on duty during lunch hour.

.....(7) Principals used their authority autocratically.

.....(8) The courses of study were too vague.

.....(9) I was not adequately trained to carry out the duties expected of me in the classroom.

.....(10) I did not get a chance to teach the grades or the subjects which I liked.

.....(11) Teaching is not satisfying to the ego.

.....(12) Pupils did not appreciate the extra work done for them.

.....(13) Pupils did not like me.

.....(14) There is too much material in the curriculum to be covered in the time allotted.

.....(15) Teachers are not allowed to make their own curriculum.

.....(16) Too much material for which no references are supplied is included in the courses of studies.

Please specify any other difficulties you encountered in actual classroom teaching.

VIII. Present Attitude Toward the Profession:

1. What were the greatest satisfactions you received from teaching?

.....

2. Would you consider returning to the profession?

yes

no

3. What conditions would have to be changed before you would consider teaching again?

.....

4. What do you think could and should be done to keep the classrooms supplied with experienced teachers?

.....

.....

Please mail the completed questionnaire to:—

Mr. T. H. MURRAY, Teacher Research Project,
Composite High School, Red Deer, Alta.

